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ABSTRACT

The North Carolina community college system, which includes 37 technical institutes and 20 community colleges, is the subject of this descriptive report. Chapter I reviews the history of the system and its role, purpose, and educational goals. Chapter II describes the administrative network and reporting relationships of the State Board of Education, Community College Advisory Council, Controller, and Department of Community Colleges. Chapter III examines degree programs (Occupational, Transfer, General Education, and Developmental), continuing education programs (Industrial and Adult Education), special projects, and student services. Financial, enrollment, and space utilization data are presented in Chapter IV including institutional expenses and receipts, state expenditures for 1978-79, and proposed budget for 1979-1981. Student statistics include average enrollment by program and institution, and description of students by race, sex, and geographic origin. Space utilization is described in terms of capacity-enrollment ratios and assignable square footage per student. Chapter V of the report discusses planning--the biennial program plan, long-range planning, and the civil rights plan--and describes the Commission on Goals and the Liaison Committee between the community college system and the University of North Carolina. Chapter VI provides status reports from each campus listing activities and accomplishments for the reporting period. (DR)

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NORTH CAROLINA
COMMUNITY COLLEGE SYSTEM

BIENNIAL REPORT
1976-1978

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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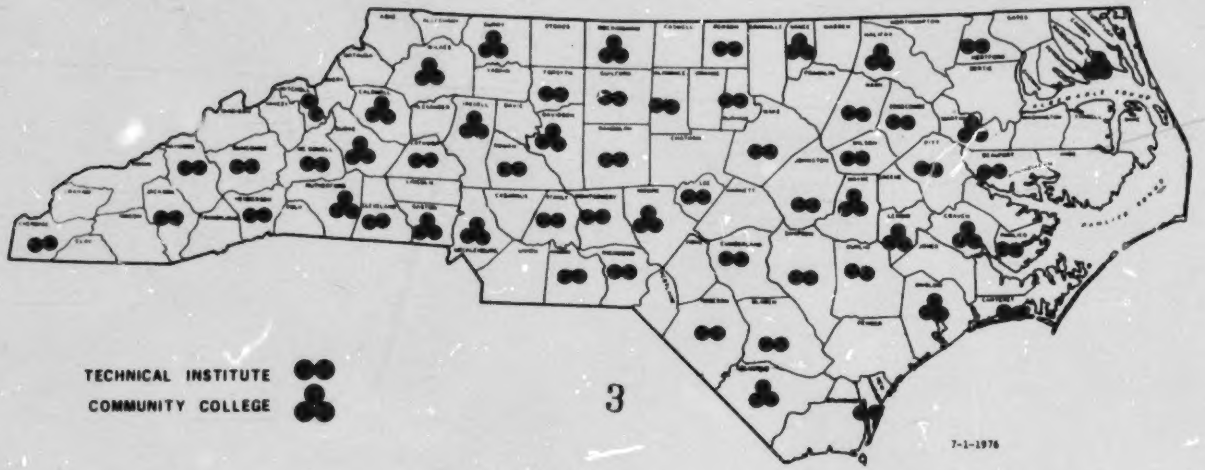
State Board of Education
Department of Community Colleges
Raleigh, North Carolina

June 30, 1978

NORTH CAROLINA SYSTEM OF INSTITUTIONS



TECHNICAL INSTITUTE ●●

COMMUNITY COLLEGE ●

7-1-1976

DEPARTMENT OF
COMMUNITY COLLEGES
NORTH CAROLINA STATE BOARD OF EDUCATION
RALEIGH 27611

BEN E. FOUNTAIN, JR.
STATE PRESIDENT

919-829-7051

June 30, 1978

The Honorable James B. Hunt, Jr.
Members of the North Carolina General Assembly
Members of the State Board of Education
Citizens of North Carolina

Ladies and Gentlemen:

The dedication of the 57th permanent campus in the North Carolina Community College System, Piedmont Technical Institute in Roxboro, was held earlier this month. With the completion of this campus all community colleges and technical institutes have at least the start of adequate facilities, even though they may outgrow them in a few years. These facilities were made possible through the generosity of construction monies appropriated by the General Assembly, which have been more than matched by local funds in addition to federal funds.

Another major advancement in North Carolina's system of community colleges and technical institutes is the accreditation of all but two institutions. Fifty-five schools have received both state and regional accreditation. One of the two schools which has not reached this goal expects to be accredited this year, and the other school has a projected accreditation date for next year.

The next goals for the community college system are for excellence in educational programs and comprehensive learning opportunities for all citizens served by the 57 schools. To accomplish these goals, the system will be guided by a blueprint for the next two decades, outlined in a report made by the Commission on Goals for the North Carolina Community College System. The commission's suggested goals for the system are 1) to accelerate North Carolina's economic growth and development through a comprehensive manpower training program; 2) to make education accessible to all adults regardless of age, sex, socioeconomic status or ethnic background; 3) to eliminate illiteracy among the adult population; 4) to enhance the development of effective citizenship skills among the state's adult population; 5) to promote and aid in the development of a cultural renaissance among the adult population of the state; and 6) to achieve excellence in the use of all human and material resources available to the North Carolina Community College System.

Sincerely,

Ben E. Fountain, Jr.

Ben E. Fountain, Jr.

APPROVAL BY THE STATE BOARD OF EDUCATION FOR THE ESTABLISHMENT AND CONVERSION OF INSTITUTIONS

Institution	Extension Unit	Industrial Education Center	Contracted* Technical Institute	Chartered* Technical Institute	Community College	Current President
Anson, T.I. P. O. Box 68 Ansonville, N. C. 28007	11-26-62		12-7-67	7-1-71		Dr. H. B. Monroe
Asheville-Buncombe T.I. 340 Victoria Road Asheville, N. C. 28801		4-3-58		1-9-64		Harvey L. Haynes
Beaufort County T.I. P. O. Box 1069 Washington, N. C. 27889	7-1-63			12-7-67		James P. Blanton
Bladen T.I. P. O. Box 266 Dublin, N. C. 28332			10-5-67	11-5-70		George Ressegiue
Blue Ridge T.I. Flat Rock, N. C. 28731			6-6-68	6-5-69		Dr. William D. Killian
Caldwell C.C. & T.I. P. O. Box 600 Lenoir, N. C. 28645				4-2-64	6-6-68	Dr. H. E. Beam
Cape Fear T.I. 411 N. Front Street Wilmington, N. C. 28401		4-3-58		6-4-64		M. J. McLeod
Carteret T.I. 3505 Arendell Street Morehead City, N. C. 28557	7-11-63		10-5-67	11-7-68		Dr. Donald W. Bryant
Catawba Valley T.I. Hickory, N. C. 28601		4-3-58		1-9-64		Robert E. Paap
Central Carolina T.I. 1105 Kelly Drive Sanford, N. C. 27330		4-3-58		7-8-65		Dr. J. F. Hockaday
Central Piedmont C.C. P. O. Box 4009 Charlotte, N. C. 28204		4-3-58			6-14-63	Dr. Richard Hagemeyer

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* From 1957 to 1967 a new institution typically began as an Industrial Education Center (IEC) under the local county board of education. From 1963 to 1967 local boards of education having an IEC contracted with a chartered technical institute or community college in a nearby county to operate the local IEC as an extension unit (satellite) of the chartered institution. In 1967 the State Board of Education assumed direct responsibility for operating all these contracted extension units (satellites; IEC's), and they became known as contracted technical institutes. In 1971, action was taken to charter all of the contracted technical institutes. Chartered institutions are organized and operated under Chapter 115A of N.C. General Statutes.

Institution	Extension Unit	Industrial Education Center	Contracted Technical Institute	Chartered Technical Institute	Community College	Current President
Cleveland County T.I. 137 South Post Road Shelby, N. C. 28150	7-1-65		9-7-67	11-7-68		Dr. James Petty
Coastal Carolina C.C. 444 Western Blvd. Jacksonville, N. C. 28540	7-11-63	7-8-65	5-4-67		6-5-69	Dr. James L. Henderson, Jr.
College of the Albemarle Elizabeth City, N. C. 27909					7-1-63	Dr. J. Parker Chesson
Craven C.C. P. O. Box 885 New Bern, N. C. 28560	7-1-65			12-7-67	5-11-72	Dr. Thurman Brock
Davidson County C.C. P. O. Box 1287 Lexington, N. C. 27292		4-3-58			2-4-65	Dr. Grady E. Love
Durham T.I. P. O. Drawer 11307 Durham, N. C. 27703		4-3-58		2-4-65		Dr. John Crumpton
Edgecombe T.I. P. O. Box 550 Tarboro, N. C. 27886			10-5-67	7-1-71		Charles B. McIntyre
Fayetteville T.I. P. O. Box 5236 Fayetteville, N. C. 28303		4-3-58		1-9-64		Howard Boudreau
Forsyth T.I. 2100 Silas Creek Parkway Winston-Salem, N. C. 27103		4-3-58		1-9-64		Harley P. Affeldt
Gaston College New Dallas Highway Dallas, N. C. 28034		4-3-58			7-1-65	Dr. Joseph L. Mills
Guilford T.I. P. O. Box 309 Jamestown, N. C. 27282		4-3-58		5-6-65		Dr. Harold James Owen, Jr.

Institution	Extension Unit	Industrial Education Center	Contracted Technical Institute	Chartered Technical Institute	Community College	Current President
Halifax Community College P. O. Drawer 809 Weldon, N. C. 27890			9-7-67	7-1-71	3-6-76	Dr. Phillip M. Taylor
Haywood T.I. P. O. Box 457 Clyde, N. C. 28721	8-1-65		9-7-67	6-6-68		Joseph H. Nanney
Isothermal C.C. Box 804 Spindale, N. C. 28160	2-1-62				10-1-64	Fred J. Eason
James Sprunt Institute P. O. Box 398 Kenansville, N. C. 28349	4-5-60		9-7-67	7-1-71		Dr. Carl D. Price
Johnston T.I. P. O. Box 2350 Smithfield, N. C. 27577			6-6-68	7-1-71		Dr. John Tart
Lenoir C.C. P. O. Box 188 Kinston, N. C. 28501		4-3-58		6-4-64	11-5-64	Dr. Jesse L. McDaniel
Martin C.C. P. O. Drawer 866 Williamston, N. C. 27892			9-7-67	5-1-69	8-8-74	Dr. Isaac B. Southerland
Mayland T.I. P. O. Box 547 Spruce Pines, N. C. 28777				7-15-71		Dr. O. M. Blake
McDowell T.I. P. O. Box 1049 Marion, N. C. 28752	5-7-64		10-5-67	7-1-71		John Price
Mitchell C.C. West Broad Street Statesville, N. C. 28677				2-1-73		Dr. Charles C. Poindexter
Montgomery T.I. P. O. Drawer 487 Troy, N. C. 27371			9-7-67	7-1-71		Marvin Miles

Institution	Extension Unit	Industrial Education Center	Contracted Technical Institute	Chartered Technical Institute	Community College	Current President
Nash T.I. Route 5, Box 255 Rocky Mount, N. C. 27801			9-7-67	7-1-71		Jack Ballard
Pamlico T.I. Hwy 306 South Grantsboro, N. C. 28529	7-1-62		10-5-67	7-1-71		Paul Johnson
Piedmont T.I. P. O. Box 1197 Roxboro, N. C. 27573			5-1-69	11-5-70		Dr. Edward W. Cox
Pitt T.I. P. O. Drawer 7007 Greenville, N. C. 27834		3-2-61		6-4-64		Dr. William Fulford, Jr.
Randolph T.I. P. O. Box 1009 Asheboro, N. C. 27203		4-3-58		7-8-65		M. H. Branson
Richmond T.I. P. O. Box 1189 Hamlet, N. C. 28345				4-2-64		R. Kenneth Melvin
Roanoke-Chowan T.I. Route 2, Box 46-A Ahoskie, N. C. 27910			9-7-67	7-1-71		J. W. Young
Robeson T.I. P. O. Drawer A Lumberton, N. C. 28358	1-7-65		9-7-67	7-1-71		Dr. Craig Allen
Rockingham C.C. Wentworth, N. C. 27375		4-3-58			12-5-63	Dr. Gerald James
Rowan T.I. P. O. Box 1595 Salisbury, N. C. 28144		5-19-61		3-5-64		Dr. Richard L. Brownell
Sampson T.I. P. O. Drawer 318 Clinton, N. C. 28328	7-11-63		9-7-67	7-1-71		Dr. Bruce Howell

Institution	Extension Unit	Industrial Education Center	Contracted Technical Institute	Chartered Technical Institute	Community College	Current President
Sandhills C.C. Route 3, Box 182-C Carthage, N. C. 28327					11-7-63	Dr. Raymond A. Stone
Southeastern C.C. P. O. Box 151 Whiteville, N. C. 28472					2-6-64	Dr. W. Ronald McCarter
Southwestern T.I. P. O. Box 95 Sylva, N. C. 28779	7-11-63			12-7-67		Edward E. Bryson
Stanly T.I. Route 4, Box 5 Albemarle, N. C. 28001				7-15-71		Dr. Charles H. Byrd
Surry C.C. P. O. Box 304 Dobson, N. C. 27017					4-2-64	Dr. Swanson Richards
Technical Institute of Albemarle P. O. Box 623 Haw River, N. C. 27258		4-3-58		1-9-64		Dr. William E. Taylor
Tri-County T.I. P. O. Box 40 Murphy, N. C. 28906	11-5-64		10-5-67	7-1-71		Vincent Crisp
Vance-Granville C.C. P. O. Box 917 Henderson, N. C. 27536			6-6-68	7-1-71	12-5-74	Dr. Donald R. Mohorn
Wake T.I. Route 10, Box 200 Raleigh, N. C. 27603		4-3-58		6-3-65		Robert W. LeMay, Jr.
Wayne C.C. Caller Box 8002 Goldsboro, N. C. 27530		4-3-58		1-9-64	12-7-67	Dr. Clyde A. Erwin, Jr.

Institution	Extension Unit	Industrial Education Center	Contracted Technical Institute	Chartered Technical Institute	Community College	Current President
Western Piedmont C.C. 1001 Burkemont Ave. Morganton, N. C. 28655					4-2-64	Dr. Gordon Blank
Wilkes C.C. P. O. Drawer 120 Wilkesboro, N. C. 28697					10-1-64	Dr. David E. Daniel
Wilson County T.I. P. O. Box 4305 Woodard Station Wilson, N. C. 27893		4-3-58		1-9-64		Dr. Ernest Parry

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The North Carolina System of Community Colleges does not discriminate against students, employees, or applicants on the basis race, color, national origin, religion, sex, age, or handicap.

I. HISTORY AND ROLE OF THE COMMUNITY COLLEGE SYSTEM

A. HISTORY

A study concerning the need for community colleges in North Carolina was made in 1952 by Dr. Allan S. Hurlburt.[1] It was not, however, until 1957, during Governor Luther H. Hodges' administration, that a real beginning was made by the state legislature, through the passage of a Community College Act, to initiate and develop community colleges. The act placed the general administration of such community colleges under the North Carolina Board of Higher Education (since reorganized as the University Board of Governors).

This movement to develop community colleges in 1957 was accompanied by a vigorous effort to provide an educational program in industrial education. Funds were made available by the 1957 General Assembly to the State Board of Education for initiating a state-wide system of industrial education centers. These centers were established for training adults and selected high school students, thus providing a better trained labor supply for the state.

The leadership of three individuals was especially outstanding in conceiving and developing the centers: The Honorable Luther H. Hodges, Governor of North Carolina (1954-1960); Dr. W. Dallas Herring, Chairman of the State Board of Education (1957 to 1977); and A. Wade Martin, State Supervisor of Trade and Industrial Education (1957-1961).

In 1959, the General Assembly officially authorized and designated the industrial education center (I.E.C.) as a type of vocational school, and placed the administration of such schools under the State Board of Education and local boards of education. An industrial education center had as its primary objective the provision of that phase of education which deals with the skill and intellectual development of individuals for entrance into and progress in, trade, industrial, and technical jobs.

The industrial education center was an area school offering technical and skilled training to selected high school youth and adults. By 1961, there were 18 industrial education centers in partial or full operation and two in the planning stage. The number of students enrolled for that year was 23,000.

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[1] Allan S. Hurlburt, *Community College Study*, Raleigh, North Carolina, State Department of Public Instruction, 1952.

In order to make the I.E.C. program more accessible to the people of North Carolina, an extension unit plan was approved by the State Board of Education on February 2, 1961. Five extension units were begun as branches of a parent I.E.C. They were operated by an agreement between the board of trustees of an I.E.C. and a local board of education.

Developing at the same time as the industrial education centers in 1961 were five community (junior) colleges under local trustees and the State Board of Higher Education. These community colleges were College of The Albemarle in Elizabeth City, Wilmington College in Wilmington, Mecklenburg and Charlotte Colleges in Charlotte, and Asheville-Biltmore College in Asheville. In January of 1963, Gaston College at Dallas was chartered, becoming the sixth community college to be approved under the 1957 community college act. Both the community colleges and the industrial education centers served needs for education beyond the high school. Thus the two educational programs, even though organized and administered under separate state boards, directed their efforts toward education beyond the high school.

In 1961, the need for better planning resulted in the appointment by Governor Terry Sanford of The Governor's Commission on Education Beyond the High School (The Carlyle Commission)[2] to study the methods for expanding educational offerings at the post high-school level. This commission, which submitted its report to the Governor in 1962, recommended that the two types of institutions be brought into one administrative organization under the State Board of Education and under local boards of trustees. In this way, all of the state's two-year higher educational needs (whether academic, technical, or vocational) could be developed under one administration and one educational system—the comprehensive community college system.

In July of 1963, the General Assembly, in line with the recommendations of the Carlyle Commission, enacted into law G.S. 115A, which provided for the establishment of a Department of Community Colleges under the State Board of Education.

Of the five community colleges which were operating under the 1957 Community College Act, three were converted into four-year

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Irvin E. Carlyle, Chairman

state colleges and two were brought under the State Board of Education as community colleges. The two community colleges were College of The Albemarle in Elizabeth City and Mecklenburg College in Charlotte. The latter was combined with the Central Industrial Education Center in Charlotte to form Central Piedmont Community College.

Gaston College opened in 1964 and operated for one year under the 1957 act. On July 1, 1965, it came under the provisions of G.S. 115A. Gaston Technical Institute, a division of the School of Engineering of North Carolina State University at Raleigh, along with Gastonia Industrial Education Center, were also formally made a part of Gaston College at this time.

The Department of Community Colleges was also given administrative control over the 20 industrial education centers previously established by authority of the General Assembly.

In addition to the 20 I.E.C.'s, the six original community colleges, and the five extension units previously mentioned, new extension units continued to be established after the passage of G.S. 115A. One industrial education center, in Onslow County, was also established after the passage of the community college act.

Since 1963, under the direction of the State Board of Education, several completely new community colleges have been established and all of the industrial education centers and extension units, while continuing to carry out the purposes for which they were established, have expanded their offerings and are now called either technical institutes or community colleges. A list of these institutions is found on page 4, and a map showing their geographical distribution is on page 2.

B. ROLE

General Statute 115A-1 provides

> for the establishment, organization, and administration of a system of educational institutions throughout the State offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational, and adult programs.

The law further states that

> the major purpose of each and every institution operating under the provisions of this chapter, shall be and shall continue to be the offering of

> vocational and technical education and training, and of basic, high school level, academic education needed in order to profit from vocational and technical education, for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools.

Thus, the State of North Carolina, through legislative action and through State Board of Education policy decisions, has assigned to the institutions in the North Carolina Community College System, whether community college or technical institute, a specific role in the accomplishment of certain broad educational objectives found to be necessary for the common welfare of the people of the state. Along with the roles assigned to the public schools and to the four-year colleges and universities, the community college system makes possible the realization of the concept of total educational opportunity.

The purpose of the North Carolina Community College System is to fill the gap in educational opportunity existing between high school and the senior college and university. In carrying out this role, the technical institutes and community colleges offer academic, cultural and occupational education, and training oportunities from basic education through the two-year college level, at a convenient time and place and at a nominal cost, to anyone of eligible age who can learn and whose needs can be met by these institutions.

Consistent with this purpose, the following goals have been established to guide long-range planning:

1. To open the door of each institution to all persons of eligible age, who show an interest in and who can profit from the instruction offered, with no individual denied an educational opportunity because of race, sex, or creed.
2. To provide a variety of quality, post-secondary educational opportunities below the baccalaureate level consistent with the abilities, desires, and needs of the students to fit them with the skills, competencies, knowledge, and attitudes necessary in a democratic society.
3. To provide for industry, agriculture, business, government, and service occupations the pre-service and inservice training that requires less than baccalaureate-level preparation.
4. To provide specific training programs designed to assist in fostering and inducing orderly accelerated economic growth in the state.
5. To provide activities and learning opportunities which meet the

adult educational and community service needs of the residents of the community served by an institution.

6. To direct the resources of the community college system toward a search for solutions to urgent community problems.
7. To provide, in both curriculum and non-curriculum programs, the education needed to assist individuals in developing social and economic competence and in achieving self-fulfillment.
8. To improve institutional services and excellence in training opportunities through constant evaluation and study.

The accomplishment of these goals requires understanding of and commitment to the role assigned to the community college system, including especially the significance of the open door admission policy with selective placement in programs, provisions made for student retention and follow-up, comprehensive and balanced curriculum and extension offerings, and instruction adapted to individual student needs. It also requires that each institution develop fully the unique educational needs of its own service area; that it adapt its educational programs to such needs; and that it maintain effective correlation with the public schools, with four-year colleges and universities, and with employers in the area.

Open door admission of both high school graduates and others who are 18 years old or older but not high school graduates is an essential requirement for filling the educational opportunity gap. The door is also open to the school dropouts between 16 and 18 years old, providing that their needs can better be served in one of these institutions rather than in the public schools.

People served by institutions include the following:

- Adults who wish to complete grade levels one-eight.
- Adults seeking high school diplomas or the equivalent.
- High school graduates or school dropouts who wish to prepare for trade level employment.
- High school graduates who wish to prepare for technician level employment.
- High school graduates who desire the first two years of college training (community colleges only).
- Employed adults who wish to upgrade their occupational skills.
- Adults seeking general cultural and citizenship level improvement.

The carrying out of this responsibility assigns a unique role to the institutions in the system, a role fundamentally different from the more selective one traditionally assigned to four-year colleges and universities. Thus, a community college or technical institute aspires to become nothing more than what it is—a two-year institution centering its goals around the educational needs of the community.

II. ADMINISTRATION OF THE SYSTEM

A. STATE BOARD OF EDUCATION

The State Board of Education provides state-level administration to the North Carolina Community College System. The Board receives its authority from General Statute 115A enacted by the 1963 General Assembly:

> the State Board of Education is authorized to establish and organize a department to provide state level administration, under the direction of the Board, of a system of community colleges, technical institutes, and industrial education centers, separate from the free public school system of the State. The Board shall have authority to adopt and administer all policies, regulations, and standards which it may deem necessary for the establishment and operation of the department.

The membership of the State Board of Education for 1978 is as follows:

James C. Green, Lieutenant Governor, Raleigh
Harlan E. Boyles, State Treasurer, Raleigh
David Bruton, Chairman, Southern Pines
R. R. Manz, Vice Chairman, Roanoke Rapids
Ben H. Battle, Cullowhee
The Rev. C. R. Edwards, Fayetteville
Larry M. Harding, Charlotte
R. Barton Hayes, Hudson
Earl H. Oxendine, Raeford
J. A. Pritchett, Windsor
Prezell R. Robinson, Raleigh
John Tart, Smithfield
Mrs. Evelyn S. Tyler, Haw River

Chief administrative officers are:

A. Craig Phillips, State Superintendent of Public Instruction, Secretary to the Board
Joseph A. Porter, Jr., Controller
Ben E. Fountain, Jr., State President, Department of Community Colleges

B. COMMUNITY COLLEGE ADVISORY COUNCIL

Chapter 115A, General Statutes, provides that

> the State Board of Education shall appoint an Advisory Council consisting of at least seven members to advise the Board on matters relating to personnel, curricula, finance, articulation, and other matters concerning institutional

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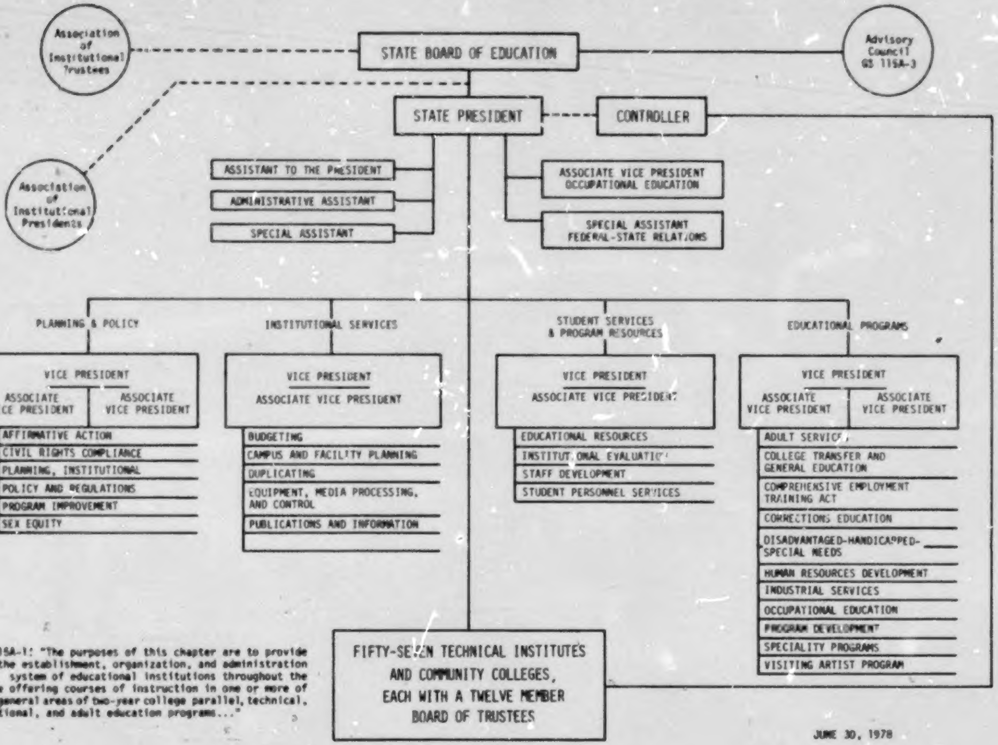
CHART OF ORGANIZATION OF NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

Chapter 115A-3., General Statutes of North Carolina: "The State Board of Education is authorized to establish and organize a department to provide state-level administration, under the direction of the Board, of a system of community colleges, technical institutes, and industrial education centers, separate from the free public school system of the State. ..."


Association of Institutional Trustees
STATE BOARD OF EDUCATION
Advisory Council GS 115A-3
STATE PRESIDENT
CONTROLLER
Association of Institutional Presidents
ASSISTANT TO THE PRESIDENT
ADMINISTRATIVE ASSISTANT
SPECIAL ASSISTANT
ASSOCIATE VICE PRESIDENT OCCUPATIONAL EDUCATION
SPECIAL ASSISTANT FEDERAL-STATE RELATIONS
PLANNING & POLICY
VICE PRESIDENT
ASSOCIATE VICE PRESIDENT
ASSOCIATE VICE PRESIDENT
AFFIRMATIVE ACTION
CIVIL RIGHTS COMPLIANCE
PLANNING, INSTITUTIONAL
POLICY AND REGULATIONS
PROGRAM IMPROVEMENT
SEX EQUITY
INSTITUTIONAL SERVICES
VICE PRESIDENT
ASSOCIATE VICE PRESIDENT
BUDGETING
CAMPUS AND FACILITY PLANNING
DUPLICATING
EQUIPMENT, MEDIA PROCESSING, AND CONTROL
PUBLICATIONS AND INFORMATION
STUDENT SERVICES & PROGRAM RESOURCES
VICE PRESIDENT
ASSOCIATE VICE PRESIDENT
EDUCATIONAL RESOURCES
INSTITUTIONAL EVALUATION
STAFF DEVELOPMENT
STUDENT PERSONNEL SERVICES
EDUCATIONAL PROGRAMS
VICE PRESIDENT
ASSOCIATE VICE PRESIDENT
ASSOCIATE VICE PRESIDENT
ADULT SERVICES
COLLEGE TRANSFER AND GENERAL EDUCATION
COMPREHENSIVE EMPLOYMENT TRAINING ACT
CORRECTIONS EDUCATION
DISADVANTAGED-HANDICAPPED-SPECIAL NEEDS
HUMAN RESOURCES DEVELOPMENT
INDUSTRIAL SERVICES
OCCUPATIONAL EDUCATION
PROGRAM DEVELOPMENT
SPECIALITY PROGRAMS
VISITING ARTIST PROGRAM
FIFTY-SEVEN TECHNICAL INSTITUTES AND COMMUNITY COLLEGES, EACH WITH A TWELVE MEMBER BOARD OF TRUSTEES

GS 115A-1: "The purposes of this chapter are to provide for the establishment, organization, and administration of a system of educational institutions throughout the State offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational, and adult education programs..."

JUNE 30, 1978

> **programs and coordination with other institutions of the State. Two members of the Advisory Council shall be members of the North Carolina Board of Higher Education [now absorbed into the University Board of Governors] or of its professional staff, and two members of the Advisory Council shall be members of the faculties or administrative staffs of the institutions of higher education in this State.**

The council was organized in June, 1963, with the appointment of sixteen members, and Dr. Allan Hurlburt as chairman. In 1964 eight members were added to represent more adequately industry and business, for a total of twenty-four members. Dr. Ben E. Fountain, Jr., then president of Lenoir Community College, was appointed chairman in 1966 and served until 1971, when Dr. Clyde A. Erwin, Jr. was appointed. In 1968 the State Board of Education appointed all local board of trustee chairmen and presidents of the institutions in the system, and in 1971 added the officers of the North Carolina Comprehensive Student Government Association, for a total of 160 members: 40 members for a three-year term, 57 presidents, 57 board chairpersons, and six student officers.

In September, 1977, the State Board reorganized the Advisory Council with the appointment of twenty members: five *ex officio* and fifteen for terms of two and four years. The council elected Stacy Budd as its chairman, Billy Mills as vice-chairman, and Herman Porter to continue as secretary. The council studies items as requested by the State Board and serves as an advocate for the community college system.

In the first five years (1963-68) the council made a number of recommendations to the State Board: 1) that each institution be as comprehensive as possible; 2) that such education be within reach of all citizens; 3) that a newsletter be published; 4) to begin a community college conference for staff development; 5) to provide needed student services; 6) that guidelines for college transfer and technical courses be provided; 7) to establish minimum staff and faculty needs, qualifications and salaries; and 8) to establish budgeting formulas. In the next five years (1968-73), the major activities were the development of the Standards and Evaluative Criteria and the recommendation of the biennial budgets for the system.

The full council did not meet after 1974. Rather, a central committee of the council consisting of 18 members was appointed in March, 1976. The committee assisted with the biennial budget request, including the solicitation of written responses from all council members. This committee included eleven presidents, four trustees, and three laypersons.

In 1978, the reorganized council was active in studying areas such as budgeting formulas, budget requests, area coordinator programs, salaries, and other items related to the appropriations act.

The membership and officers of the Community College Advisory Council for 1978 are as follows:

Stacy Budd, Sanford, Chairman
William D. Mills, Swansboro, Vice-Chairman
Edgar J. Boone, Raleigh
Charles E. Branford, Wilson
David H. Bruton, Southern Pines
Wallace Gee, Burlington
Mrs. Evelyn C. Haire, New Bern
Jack Havens, Tarboro
Maurice B. Hayes, Fayetteville
J. F. Hockaday, Sanford
J. P. Huskins, Statesville
Roberts H. Jernigan, Jr., Ahoskie
John Kates, Greensboro
Mrs. Pearl Lee, Burlington
R. R. Manz, Roanoke Rapids
Ernest B. Messer, Canton
W. Stanley Moore, Morganton
Edward Renfrow, Smithfield
Conrad A. Shaw, Sr., Wilkesboro
Cleon F. Thompson, Jr., Chapel Hill
Herman Porter, Raleigh, Secretary

C. CONTROLLER

The controller is the executive administrator of the State Board of Education in the supervision and management of budgeting, allocation, accounting, auditing, certification, and disbursing of public funds administered by the board. The Division of Fiscal Management is charged with the auditing and accounting of all funds, state and federal, under the control of the State Board of Education, including funds allocated to institutions in the community college system, and other funds expended by the system. Its work includes all budget making, bookkeeping, writing vouchers, making reports, and related services.

In 1973 at the request of the legislature and institutions, two student accounting supervisors were added under the direction of the Division of Teacher Allotment and General Control in the Office of the Controller. An important part of the supervisor's job is to recognize and solve problems in the field relating to student reporting procedures. To that end, these supervisors conduct campus audits and make recommendations to both the institutions and the Department of Community Colleges for standardizing student reporting procedures in order that state funds can be equitably distributed to all institutions.

D. DEPARTMENT OF COMMUNITY COLLEGES

1. State President

The state president is the chief executive officer of the Department of Community Colleges. He/she is responsible for organizing and managing the Department of Community Colleges and carrying out the philosophy, policies and instructions of the State Board of Education that pertain to technical institutes and community colleges. He/she reports to the State Board of Education. He/she cooperates with the State Superintendent of Public Instruction and the controller, who also report to the Board. The state president also conducts planning activities for the community college system jointly with officials of the university system and coordinates the work of the department with other state agencies and with federal agencies. He/she is assisted by a professional and clerical staff.

In the performance of his or her responsibilities, the state president receives advice from the North Carolina Trustees Association of Community Education Institutions, whose purpose it is to improve and expand public post-high school educational opportunity for the citizens of North Carolina. This organization not only advises, but also promotes the community college system on a local and state-wide basis.

The state president also receives advice and assistance from the North Carolina Association of Public Community College Presidents. This association stimulates and encourages the community college movement in North Carolina, assists individual institutions with their special problems, and develops the leadership capacities of members.

2. Department Services

The department's function is to assist institutions of the state-wide system with both administrative and educational services. As the fifty-seven institutions are governed locally by boards of trustees, the functions of the department are consultative and advisory, and provide state-wide leadership for the institutions. Examples of its services are as follows:

1. *The Division of Institutional Services* includes business affairs, construction consultation, equipment and media processing, and publication and information services. These services are centralized in the department for better operating efficiency of functions common to all institutions.
2. *The Division of Planning and Policy* is composed of (a) a research and planning staff which provides leadership for institutional research and development of short and long-range plans; (b) an office of program improvement whose purpose is to improve occupational education in the institutions by aiding research, development, diffusion, and adoption efforts; (c) a staff which interprets and supervises federal, state, and local regulations and policies.
3. *Student Personnel and Program Resources* involves (a) an institutional evaluation staff to assist institutions in achieving and maintaining a minimum level of quality in their educational programs; (b) an educational resources staff to provide consultative services for development of libraries, individualized instruction centers, and audiovisual resources; (c) an office of student personnel services which works in an advisory and training capacity in matters such as recruitment and admissions, testing and counseling, financial aid, student activities, job placement and follow-up; and (d) a staff development team which assists institutions with conferences and training programs in new teaching methodologies and techniques particularly appropriate to community colleges and technical institutes.
4. *Educational Programs* is divided into (a) a program development staff which designs curricula and determines the need for instructional materials and inservice education for specific staff while coordinating and adjusting its services to the needs and demands of institutions; (b) a college transfer and general education staff which anticipates and negotiates articulation and transferability problems between the local institutions and the public and private four-year institutions; this staff also helps institutions implement programs; (c) the occupational education staff which assists institutions in the implementation of programs, and helps to resolve accompanying budgetary considerations and the federal and state regulations pertaining to occupational programs, and (d) a continuing education staff, which in its broad role of assessing, characterizing and defining

the industrial, cultural and educational needs of the North Carolina community, acts as a clearinghouse. This staff helps institutions set up noncredit courses in such diverse areas as literacy training, arts and crafts, and citizenship courses. The staff also maintains contact with new industries, labor, and employment agencies in order to identify job-training programs.

Programs of the community colleges and technical institutes operate twelve months per year during the day and evening, and some operate on weekends.

III. PROGRAMS, STUDENTS, AND SPECIAL PROJECTS

A. DEGREE AND DIPLOMA PROGRAMS

1. Occupational Program

The community colleges and technical institutes of North Carolina offer full-time and part-time occupational education programs. Each institution offers programs that are designed to meet the needs of individuals according to available job opportunities of the area. Attempts are made to provide high quality, up-to-date education for students who attend a post-secondary institution.

Technical programs, two years in length, prepare students for entry-level jobs as para-professionals. The graduate usually works under the direct supervision and in close cooperation with a professionally trained person. Technical education is collegiate level and includes courses in communicative skills, social studies, mathematics, physical sciences, and technical and related specialty courses. The technical programs are designed to meet the increasing demand for occupations requiring highly skilled technicians. In some instances. courses may be accepted by four-year colleges and universities as transfer credit. An associate of applied science degree is awarded upon successful completion of a technical program.

Vocational programs are designed to train individuals for entrance into semi-skilled occupations. They vary in length, depending upon the development of skill and job proficiency required. Vocational programs consist of general education courses, skill development, and related courses. The training is designed to help the individual to progress rapidly to the skilled or craftsperson level. Certificates are usually awarded on the completion of one to three quarter length programs, and a diploma is awarded for completion of programs of four quarters or more in length.

Approximately 215 occupational curricula are available within the system. Examples include:

a. Agricultural and Natural Resources
b. Art and Design
c. Business and Office
d. Construction

e. Education
f. Electrical-Electronics
g. Health
h. Mechanical-Manufacturing
i. Public Service Occupations
j. Service Occupations
k. Transportation

The *Educational Guide* published by the Department of Community Colleges, Raleigh, North Carolina 27611 gives a complete description of all programs, as do publications of the respective institutions.

2. College Transfer Program

In the college transfer program, there are two major classifications, the liberal arts and the more specialized pre-professional programs. Each of these programs includes a core of general education courses developed within guidelines established by the Curriculum Committee of the Community College Advisory Council. Articulation guidelines have been developed by the Joint Committee on College Transfer Students.

Each program establishes for all transfer students a core of courses in English, social science, humanities, mathematics, laboratory science in the biological or physical sciences, and physical education. The broad exposure to the liberal arts provides:

a. a common core of experience for all transfer students;
b. some insight into the basic areas of knowledge; and
c. a frame of reference from which the student may make an intelligent decision regarding professional goals.

The liberal arts program, culminating in an associate of arts degree, is designed for the student who intends to transfer to a senior college or university. In addition to the general education core, the student may select other courses providing additional depth in a specific area of the arts and sciences. Pre-professional programs are similar in intent, but the curriculum requires fewer courses in the social sciences and humanities and more courses in mathematics and laboratory sciences. Pre-professional programs contain specialized courses in such studies as agriculture, art, business administration, music, pharmacy, and social work in addition to the general education core. They may culminate in either an associate in arts, associate in science or associate in fine arts degree.

3. General Education Program

The general education program provides courses for the student who is interested in a general education emphasizing personal interests, growth, and development without commitment to a specific occupation or profession. Ninety-six quarter hours chosen from English and literature, fine arts and philosophy, social studies, science and mathematics and interest type courses lead to an associate degree in general education. Thirty to forty-five quarter hours of courses from at least two of the above areas culminate in a certificate in general education.

Twenty-five technical institutes and eight community colleges offer a program in general education. Fifteen technical institutes offer a general education program by contracting with a senior college or university for instructional services. The courses offered under contract are transferable to a senior college or university and usually consist of one to two years of general education.

Details of programs offered at various institutions are available in the *Educational Guide*, published by the Department of Community Colleges or in publications of the respective institutions.

4. Developmental Program

The purpose of the developmental program in the community college system is to provide specialized courses for students who require additional skills in order to be successful in college transfer, technical or vocational programs. Individuals who desire to enter specific curricula but who are identified as deficient in prerequisites are guided into a program of study designed to increase their proficiency in English grammar and composition, mathematics, reading, communication skills or the physical and social sciences. Other courses, such as orientation to college, self-concept development, and human relations, are also taught to help students to become more knowledgeable about college life, themselves and others.

Specifically, the developmental program has been designed to

Provide a means for a realistic open-door admissions policy.

Provide students an opportunity to make realistic self-evaluations.

Prepare students who lack basic skills for success in their chosen curriculum programs.

Raise the educational level of culturally deprived or other disadvantaged students.

Provide an education program appropriate to the needs and abilities of all students.

The developmental program is implemented in the institutions by the use of several instructional methods and program techniques. The program is offered through classroom experiences and learning resource centers. The centers offer programmed instruction, which presents the material to be learned in small sequential steps and moves gradually from the basic and easily learned knowledge to the more difficult. Using programmed materials, a student can progress at a rate according to his or her available time, interest and ability.

In some developmental programs, students are placed in a pre-technical or pre-vocational curriculum in order to obtain the desired skills and understandings necessary for entry into regular curricular programs. This approach combines academic courses and laboratory-shop instruction to provide students with integrated theory procedures and practical applicatory understanding of the subject matter.

B. CONTINUING EDUCATION

Programs in continuing education are noteworthy for their flexibility and comprehensiveness. They are designed to provide adults with life-long learning opportunities. As such, they are structured to cover the total learning needs of adults as individuals, as members of society, and as members of the work force. The educational opportunities available through continuing education programs include, but are not limited to, specific job training and retraining, literacy education, and the improved use of leisure time. The structure for offering continuing education programs is given below:

1. Industrial Services Program

The industrial services program is a specialized area of continuing education, with a primary focus on new and expanding industries. The objective is to provide specially tailored classes which teach special skills and knowledges for industrial processes new to the community. Training opportunities are continually provided through the industrial services program also for all management positions in industry.

The apprenticeship training program, three to five years in length, is offered in cooperation with the Department of Labor to train students on the job as they take a minimum of 144 clock hours of related instruction each year.

The Human Resources Development Program (HRD) is a program of concentrated recruitment, counseling, placement and follow-up directed toward the unemployed and the underemployed. The HRD training process, an eight-week cycle, has components which include adult basic education and self-awareness training.

2. Specialty Education Programs

Specialty education programs were initiated in 1965 in order to accommodate the large demand for specialized training. Examples include:

a. Electric Line Worker Safety Training
b. Fire Service Training (both inservice education and teacher training)
c. Fishery Occupations Training
d. Hospitality Education Program
e. Telephone Safety Training
f. Law Enforcement Training
g. Teacher Aide Training
h. Local History Program
i. Crafts Program

3. General Adult Education Programs

General adult education programs provide opportunities for mature students to acquire greater understanding of their social, physical, and economic environments, their culture, and an opportunity to practice their skills in the arts and crafts. The general adult education programs include:

a. Adult Basic Education
b. Education and Training in Correctional Institutions
c. The Adult High School Diploma Program
d. General Education Development Program
e. Driver Education
f. Occupational Extension
g. Academic Extension
h. General Interest Courses
i. Recreation (self-supported)

4. The Comprehensive Employment Training Act

The Comprehensive Employment Training Act (CETA) provides for training and retraining the unemployed or underemployed or those people who have lost their jobs because of technological and social changes, and who must face new careers in perhaps entirely new occupations. The institutions cooperate with the State Employment Security Commission, the State Board of Education, and the State Manpower Services Council in identifying occupational problems in order to alleviate unemployment problems

C. STUDENT SERVICES

The North Carolina Community College System is a vital link in meeting the educational needs of North Carolinians. A necessary element in each institution is student services. Its overall mission is to help each student find his or her identity, self-fulfillment, and life-goals.

The community colleges and technical institutes are student-centered. Individuals working in student services employ the student-centered commitment of the institutions by coordinating institutional resources to meet the students' educational and personal needs. Student services, as well as the institutions, are concerned with the total development of the student.

Student services have grown from a general function within an institution to one of specialized services to meet the needs of the diverse population. Areas of responsibility include recruitment, admissions and registration, testing, counseling, orientation, financial aid, veterans' services, student activities, placement, and student follow-up.

During the academic year 1976-77, 488,604 citizens from diverse backgrounds and educational experiences enrolled in the system's institutions. These students were given assistance from student services in many areas. Many of these students had their first contact with the institution they attended through a campus recruiter. These recruiters know that potentially every citizen in North Carolina could benefit from some type of educational program offered in the community college system. Special emphasis is now, and will continue to be, placed on the recruitment of women, older adults, and minorities.

The open door policy provides for the admission of adults into the community college system institutions in North Carolina with selective placement in curriculum programs. There is a strong bond between recruitment, admissions, and registration.

The admissions officers within the institutions operate under guidelines established by their local administrations and boards of trustees. Admissions and registration involve student records, which are especially needed to review student progress. The admissions office works closely with high schools and four-year institutions in assisting students to progress from one phase of their educational experience to another.

Testing is another vital part of student services. Testing is not used to turn a student away from an institution, but rather to help the incoming student choose a curriculum in which he or she will be successful. The tests and their interpretations provide valuable information about the student to the counselor.

Comprehensive counseling is available at each institution in order to keep the open door from becoming a "revolving door." The counselor is an integral part of the students' lives from the time they enter an institution until the time they leave. Counselors are available to students throughout the day and evening. In addition, they serve as a resource for referring students with special problems to other individuals and agencies.

One special problem which can be a barrier to a student is the lack of financial resources. The 57 campus financial aid officers are available to assist students in overcoming this barrier. A listing of financial aid programs appears in this *Biennial Report* on page 37.

The veteran's counselor is another important member of the student services team. These counselors are responsible for answering questions and helping to solve problems for more than 23,000 veterans who were enrolled in the technical institutes and community colleges in spring, 1977.

All of the institutions offer student activities programs to meet the extracurricular needs of the students. In addition to the local and statewide Student Government Associations, special clubs and intramural sports are available at several institutions. Special activities such as glee club, drama club, and visiting artists' programs are also offered. Intercollegiate athletic programs are available in baseball, tennis, track, softball, and/or basketball. Once the student leaves the institution, he or she is not forgotten. Some of the institutions in the community college system have alumni associations which provide the student with an ongoing relationship with the institution.

The final step in assisting the technical institute or community college student is the service offered by the placement office. The placement office has a responsibility not only to the student, but also to the employer and the institution. Placement officers work closely with the local businesses and industries in order to keep informed about job openings and the training needed to meet job requirements. By working with the student, counselor, and employer, a successful match can be achieved.

There is a continuous need by institutions for information on how well their students' needs are being met and how well they are meeting the demand of business and industry. Local institutions have for many years conducted some type of follow-up study on their students. However, until February, 1978, no statewide follow-up system existed. A "Pilot Statewide Follow-Up Study of 1975-76 Nonreturning Students" is now in progress. The final report on the responses of 2,500 students included in the sample will be available in the fall of 1978.

D. SPECIAL PROJECTS

1. The Western North Carolina Consortium

This group of 14 community colleges and technical institutes was united by a common interest in finding ways to improve all aspects of institutional programs. The consortium was organized in 1970 and funded for four years (1971-1975) under the Title III Project For Developing Institutions. During this period the major emphasis was on institutional research with the establishment of a data base for long-range planning.

The consortium developed and carried out research in four areas: a) a high school image study; b) an alumni study of graduates; c) an attrition study of drop-outs; and d) a business-industry survey.

Since 1975 the consortium has continued to operate without federal funding. Activities of mutual interest are being carried out by several task forces, with seminars and workshops being funded by outside sources, and individual institutions providing funds for travel. Task forces include: staff development, long-range planning, curriculum planning, public relations, and student services.

The Southern Regional Education Board and the Kellogg Foundation have supported several workshops. Kellogg is currently supporting a three-year project in the consortium institutions This project focuses on remedial education with special help to the students served.

Participating institutions include: Asheville-Buncombe Technical Institute, Blue Ridge Technical Institute, Caldwell Community College and Technical Institute, Catawba Valley Technical Institute, Forsyth Technical Institute, Haywood Technical Institute, McDowell Technical Institute, Southwestern Technical Institute, Surry Community College, Tri-County Technical Institute, Western Piedmont Community College, and Wilkes Community College.

The consortium has been assisted in its many projects and activities by Appalachian State University and Western Carolina University.

2. Adult Basic Education Consortium

The purpose of the Adult Basic Education Consortium Project, begun August, 1973, is to provide opportunities for professional development to teachers and administrators of adult basic education and adult education programs in the state's community college system. These opportunities consist of courses conducted on and off the university and community college campuses. Credit courses offered are at the graduate level, with additional in-service training provided in workshops and seminars.

The State Board of Education agreed to fund one professional position at each of the four participating institutions: East Carolina University, North Carolina A & T University, Appalachian State University, and North Carolina State University. With each position goes necessary funding for travel and administration, including funds for a half-time secretary.

3. The Central Piedmont Consortium

The Central Piedmont Consortium, consisting of ten institutions, is committed to identifying and solving problems. Organized in 1970, the early years were concerned primarily with new employee orientation, in-service education, speakers for students, and program accreditation efforts. Members of the consortium have occasionally met with officials from the Consolidated University of North Carolina in order to promote closer communications on such issues as transfer of students and the delineation of extension activites.

4. The Consortium for Sharing Instructional Materials

The Consortium for Sharing Instructional Materials was developed and implemented to improve instruction in the community college system through the sharing of instructional materials.

Since the inception of the clearinghouse operation in 1976, the consortium has grown both in size and in operation. In addition to sharing locally produced instructional materials among all institutions, it serves as the coordinating agency for the reproduction and dissemination of instructional modules produced by the North Carolina Rural Renaissance Project.

Due to the cost of producing instructional media, the consortium can save the community colleges and technical institutes many dollars and much labor by coordinating the production to avoid duplication among institutions.

The services of the consortium are coordinated through the Division of Educational Resources of the Department of Community Colleges.

5. The Community College Review

The *Community College Review* is a professional journal funded jointly by the North Carolina State Board of Education and North Carolina State University.

This quarterly publication now has 3,000 subscriptions from all fifty states and from several foreign countries. The *Review* is directed toward scholarship, debate, readability, and liveliness.

6. Visiting Artist Program

The Visiting Artist Program is jointly sponsored by the Department of Community Colleges and the North Carolina Arts Council. The purposes of the program are to bring to communities and individuals art and cultural experiences, and to make art more personal to individuals by helping them understand its relevance to their lives.

This program, which began in 1971, has expanded signficantly, and by 1978 employed 43 artists in as many institutions.

7. Correctional Education Program

Working with the Department of Corrections, the institutions of the system offer numerous academic and occupational extension courses to inmates. Some of the higher enrollments are in high school completion and adult basic education courses. Skills training is very popular with the inmates and is a valued support to rehabilitative efforts. Inmates who qualify for study release may attend regular on-campus classes.

IV. FINANCIAL, ENROLLMENT, AND SPACE UTILIZATION DATA

A. FINANCIAL DATA

Financial support for institutions in the community college system is provided as follows:

STATE—Funds for equipment and library books are provided by the state. Matching funds for capital or permanent improvements may be provided by the state to community colleges and technical institutes. Additional capital funds may also be provided to qualifying institutions through several federal acts. Salaries and travel of administrative and instructional personnel and the cost of supplies and materials are paid by the state. The average annual instructional unit salary paid in 1977-78 was $17,016. State and federal expense per full-time equivalent student was $1,338.

LOCAL—Beyond any assistance which may be provided by the state and federal governments, acquisition of land and erection of buildings is a local responsibility. Current expense involved in the operation and maintenance of the plant is also a local responsibility. Local funds may also be used to supplement any state budget item. Local expense per full-time equivalent student for 1977-78 was approximately $190.

STUDENTS—Students (including curriculum and extension) bear about nine percent of the cost of operation. For students (in-state) in full-time programs, this amounted to $39 per quarter for tuition charges. Tuition is higher for out-of-state students. The distribution of operating costs is shared approximately as follows: state and federal 79%, local 11%, and students 10%. Institutional student receipts per FTE for 1977-78 were $166.45.

There are a number of student financial aid programs available at the community colleges and technical institutions enabling many students to meet their educational expenses. Individual programs available are as follows:

1. The Work-Study Program under the Vocational Education Act of 1963, as amended in 1968, was the first financial aid program inaugurated. Federal funds in the amount of $213,817 were allocated to the institutions in the community college

system for the academic year 1976-77. The local institutions were required to furnish an additional $53,454 as their 20% share, since this program is awarded on an 80% federal-20% local formula. This program provided jobs for 546 students.

2. **The College Work-Study Program is offered in 56 institutions.** The federal government allocated $1,313,332 in 1976-77 for this program. These funds, matched on an 80%-20% federal-local basis, provided jobs for 2,851 students.
3. The National Direct Student Loan Program is available at some institutions. Funds in the amount of $206,096 were loaned to 505 students under this program in 1976-77.
4. The Basic Educational Opportunity Grant Program makes funds available to students who have a demonstrated financial need. The amount of the grant cannot be for more than an amount equal to one-half of the student's financial need. In 1976-77, 16,661 students received grants for the amount of $9,106,289 under this program.
5. The Supplemental Educational Opportunity Grant Program provides students from low-income families with grants up to $1,000 to meet their educational expenses. These grants must be matched by other forms of financial aid and cannot amount to more than 50% of the cost of attending the institution. For the academic year 1976-77, the institutions were allocated $213,038 to meet the needs of 634 students under this program.
6. The College Foundation, Inc., a private, nonprofit corporation, administers two student loan programs which are available to students attending technical institutes and community colleges: the North Carolina Insured Student Loan Program and the James E. and Mary Z. Bryan Foundation Student Loan Plan. The Foundation has been making low-interest, long-term loans to students since 1963. Loans in the amount of $372,478 were made to 355 students in 1976-77.
7. The Vocational-Technical Student Loan Program is provided by the Department of Community Colleges. Small loans up to $300 are made to students who are enrolled in vocational and technical programs. At the present time, there are 195 loans outstanding in this program and 15 loans were processed in 1976-77.
8. The Department of Veterans' Affairs will provide financial

assistance to students enrolled in community colleges who are children of disabled or deceased veterans. These scholarships vary from tuition only to tuition and allowance for room, board, and activity fees.

9. Local funds for part-time employment have been budgeted for students in the institutions, and 1,274 students have obtained jobs under this program. This part-time employment has made it possible for many students to obtain an education.

10. Local scholarships were awarded to over 900 students during the academic year 1976-77.

11. Various veterans' programs provide educational benefits to eligible veterans. In the spring quarter of 1977, there were 23,348 veterans receiving benefits in technical institutes and community colleges.

12. The North Carolina State Incentive Grants are available to those students who have substantial financial need. The amount of each grant will be based on the individual student's demonstrated financial need in relation to resources and cost of education, but may not exceed one-half of unmet need or $1,500 per academic year, whichever is less. In 1976-77, 163 grants in the amount of $69,914 were awarded to students in the community college system.

13. Loans from the Educational Loan Program of the Department of Human Resources are available for North Carolina residents enrolled as full-time students in schools of medicine, dentistry, pharmacy, nursing, nurse anesthesia, medical technology, optometry, physical therapy, medical records administration, dental hygiene, occupational therapy, dietetics, medical or psychiatric social work, clinical psychology, medical sociology, osteopathy, medical recreation, nutrition, and public health for physicians only. The student agrees upon completion of training to practice in North Carolina in a medically under-served area a full calendar year for each year or fraction thereof a loan is received; otherwise, repayment is required upon demand at 7% per annum.

1. CURRENT EXPENSE BY INSTITUTION, 1970-71* THROUGH 1977-78

The following table shows by institution the current expense funds provided from 1970-71 through 1977-78. Current expense funds are derived from state and federal appropriations and from student tuition fees. The table shows over $122,673,395 in current expenditures for the 57 institutions in operation in 1977-78.**

Institution	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Anson T.I.	$ 214,894	$ 235,432	$ 377,410	$ 423,795	$ 824,632	$ 822,247	$ 965,203	$ 1,191,187
Asheville-Buncombe T.I.	1,181,225	1,392,848	1,673,174	2,014,962	2,284,836	2,276,165	2,413,083	2,741,875
Beaufort County T.I.	625,286	989,191	991,308	1,148,391	1,436,724	1,427,937	1,519,787	1,663,300
Bladen T.I.	327,544	375,397	410,736	529,827	749,212	727,728	787,073	835,225
Blue Ridge T.I.	231,218	423,590	449,590	803,716	1,070,924	1,096,453	1,170,654	1,286,637
Caldwell C.C. & T.I.	885,535	1,077,868	1,139,464	1,451,765	1,718,770	1,827,343	2,118,792	2,347,540
Cape Fear T.I.	1,341,797	1,630,216	1,982,396	2,442,409	2,878,807	2,724,622	2,923,527	3,360,495
Carteret T.I.	389,725	596,966	627,751	866,300	1,152,610	1,173,258	1,218,887	1,442,347
Catawba Valley T.I.	1,239,016	1,405,632	1,623,557	1,909,596	2,119,889	2,135,864	2,408,137	2,546,798
Central Carolina T.I.	620,351	866,918	1,004,812	1,563,687	1,963,524	2,300,866	2,653,464	3,139,906
Central Piedmont C.C.	4,242,510	5,963,505	6,827,029	8,327,389	9,355,362	10,112,825	11,612,344	11,523,585
Cleveland County T.I.	398,888	511,873	586,228	806,493	1,386,559	1,743,616	2,031,158	2,123,466
Coastal Carolina C.C.	909,793	1,232,777	1,615,334	2,074,642	2,128,027	2,163,851	2,355,564	2,480,783
College of the Albemarle	914,785	1,002,648	1,127,600	1,412,257	1,618,667	1,445,566	1,524,766	1,507,306
Craven C.C.	550,941	701,300	828,340	1,251,891	1,532,084	1,408,112	1,591,490	1,761,317
Davidson County C.C.	1,064,543	1,278,213	1,542,189	1,816,271	2,166,984	2,021,849	2,335,526	2,539,335
Durham T.I.	876,411	1,063,879	1,308,991	1,724,487	1,923,993	2,141,066	2,569,320	2,887,560
Edgecombe T.I.	358,544	397,792	604,978	847,866	1,098,700	1,180,805	1,416,574	1,468,591
Fayetteville T.I.	1,340,817	1,487,601	1,625,579	2,278,195	3,834,612	4,104,925	4,992,871	4,993,798
Forsyth T.I.	1,287,637	1,396,537	1,645,766	2,184,111	2,752,048	2,790,727	3,127,246	3,537,316
Gaston College	1,545,419	1,852,035	2,042,556	2,533,483	2,826,297	2,733,238	3,043,853	2,773,155
Guilford T.I.	961,278	1,524,926	2,029,272	2,783,399	3,360,694	3,327,917	3,774,115	4,293,450
Halifax County C.C.	416,200	620,486	745,976	934,524	1,111,425	1,125,554	1,400,176	1,689,998
Haywood T.I.	522,242	572,242	708,095	1,094,156	1,335,894	1,416,101	1,663,923	1,857,069
Isothermal C.C.	648,862	722,149	818,926	1,009,488	1,119,229	1,180,004	1,305,470	1,312,050

Institution	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
James Sprunt Institute	431,259	587,916	697,199	962,816	1,354,575	1,215,153	1,299,738	1,229,284
Johnston T.I.	396,157	681,164	899,158	1,133,666	1,775,276	1,726,752	1,918,115	2,122,157
Lenoir C.C.	1,399,601	1,580,496	2,023,725	2,499,800	2,839,230	2,602,879	2,736,890	2,843,658
Martin C.C.	335,364	517,670	579,458	793,728	933,119	891,541	1,159,901	1,235,282
Mayland T.I.		110,720	242,304	653,248	825,415	885,933	1,138,274	1,081,044
McDowell T.I.	316,623	400,484	414,504	533,023	598,450	563,191	687,896	844,477
Mitchell C.C.				851,641	1,284,160	1,364,578	1,452,302	1,675,675
Montgomery T.I.	247,732	284,912	280,137	423,418	678,018	713,151	727,435	818,162
Nash T.I.	392,714	423,376	421,327	649,484	902,304	1,169,206	1,233,740	1,349,556
Pamlico T.I.	236,003	242,958	275,965	372,448	421,583	441,120	466,767	496,783
Piedmont T.I.	204,165	380,747	640,543	914,788	1,227,052	1,245,103	1,419,689	1,463,736
Pitt T.I.	867,898	1,076,616	1,336,188	1,660,019	2,061,022	1,924,468	2,070,512	2,442,774
Randolph T.I.	533,996	652,428	730,790	905,816	1,102,530	1,149,839	1,222,922	1,326,848
Richmond T.I.	624,386	803,995	948,211	1,134,044	1,452,185	1,462,477	1,672,749	1,591,971
Roanoke-Chowan T.I.	317,794	471,109	574,330	805,156	1,070,749	1,111,104	1,162,629	1,303,491
Robeson T.I.	492,277	559,761	788,351	1,418,793	1,624,346	1,517,418	1,701,753	1,910,571
Rockingham C.C.	1,143,508	1,310,157	1,378,535	1,629,638	1,926,692	1,739,992	1,799,068	1,707,725
Rowan T.I.	777,787	859,146	1,081,998	1,279,165	1,795,531	1,855,783	2,102,457	2,228,174
Sampson T.I.	407,741	489,232	631,146	824,209	1,074,538	1,122,591	1,256,349	1,381,467
Sandhills C.C.	1,131,852	1,471,824	1,571,480	1,989,670	2,438,640	2,433,753	2,639,563	2,631,711
Southeastern C.C.	1,035,253	1,314,256	1,509,085	1,760,108	1,958,836	1,860,139	2,061,847	2,110,037
Southwestern T.I.	474,091	613,098	727,380	937,737	1,160,711	1,225,394	1,336,772	1,603,480
Stanly T.I.		111,597	414,373	717,595	1,157,922	1,221,979	1,168,591	1,238,220
Surry C.C.	739,721	797,377	947,415	1,253,103	1,459,926	1,633,707	1,731,091	1,857,785
T.I. of Alamance	958,070	1,088,183	1,302,565	1,582,092	1,776,216	1,744,723	1,981,167	2,053,074
Tri-County T.I.	320,380	522,226	682,783	1,125,413	814,973	875,970	927,074	994,052
Vance-Granville C.C.	202,326	377,228	453,283	715,313	1,105,533	1,372,044	1,622,055	1,986,594
Wake T.I.	1,127,795	1,324,335	1,266,015	1,874,657	2,263,576	2,267,548	2,409,528	2,468,908
Wayne C.C.	1,377,749	1,682,240	1,868,919	2,541,893	2,852,707	2,817,844	2,937,443	3,077,762
Western Piedmont C.C.	977,773	1,106,078	1,254,188	1,566,661	1,887,269	1,831,223	2,035,159	2,074,378
Wilkes C.C.	881,996	1,102,174	1,256,398	1,808,941	1,996,482	2,122,409	2,284,881	2,420,911
Wilson County T.I.	834,864	890,467	1,061,166	1,433,109	1,765,926	1,689,816	1,726,489	1,799,559
TOTAL	$42,282,846	$53,155,391	$62,595,976	$82,984,792	$101,335,989	$103,207,527	$115,010,849	$122,673,395

[*] Figures for 1965-69 appear in earlier Biennial Reports published by and available from the North Carolina Department of Community Colleges, Education Building, Raleigh, N. C. 27611.

[**] Includes general administration, curriculum instructional services, extension instructional services, and other related costs from state and federal funds; also includes institutional receipts deposited to state treasurer.

2. LOCAL CURRENT BUDGET, 1970-71* THROUGH 1977-78

Local institutional current budget consists of funds expended for operation and maintenance of plant plus any local funds voluntarily made available to supplement other budget items. The following table shows local current budget by institution from 1970-71 through 1977-78. Local funds budgeted for 1977-78 amounted to $19,902,445.

Institution	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Anson T.I.	$ 48,136	$ 30,254	$ 30,000	$ 35,000	$ 39,417	$ 48,057	$ 69,676	$ 92,929
Asheville-Buncombe T.I.	163,345	209,420	224,684	288,305	348,181	391,842	440,028	562,342
Beaufort County T.I.	55,242	65,820	65,257	81,071	105,159	151,165	162,914	187,597
Bladen T.I.	27,086	36,400	46,400	59,119	61,519	83,000	100,000	141,219
Blue Ridge T.I.	27,960	32,856	39,767	68,001	123,909	172,439	180,844	272,238
Caldwell C.C. & T.I.	128,985	139,177	163,194	182,600	236,482	224,994	249,194	271,242
Cape Fear T.I.	57,675	68,052	87,194	96,239	114,031	147,275	223,300	277,941
Carteret T.I.	22,950	41,560	74,200	91,704	115,864	128,140	150,987	181,011
Catawba Valley T.I.	195,207	233,760	246,244	255,289	275,000	350,000	380,265	437,038
Central Carolina T.I.	63,964	75,000	82,500	95,249	113,565	164,133	179,185	172,409
Central Piedmont C.C.	917,353	1,143,955	1,334,630	1,495,290	1,650,147	1,911,786	2,187,464	2,281,244
Cleveland County T.I.	32,682	39,732	56,917	54,450	95,000	139,643	172,629	203,236
Coastal Carolina C.C.	86,694	92,969	108,496	145,023	169,606	239,427	275,481	238,887
College of the Albemarle	130,655	91,694	111,132	183,124	95,245	122,700	132,086	266,652
Craven C.C.	64,865	96,315	175,200	125,506	160,169	252,485	252,775	223,149
Davidson County C.C.	82,900	105,624	131,755	153,449	220,861	247,961	282,130	337,066
Durham T.I.	70,575	85,292	122,529	136,600	135,950	209,558	288,170	667,300
Edgecombe T.I.	35,140	64,182	104,605	100,835	115,391	134,400	151,500	202,775
Fayetteville T.I.	210,110	311,555	343,533	421,322	448,103	605,365	880,309	913,882
Forsyth T.I.	225,593	201,737	214,030	266,950	304,030	329,000	363,100	524,110
Gaston College	301,390	331,963	314,250	387,554	412,893	498,134	596,531	710,451
Guilford T.I.	299,300	341,300	419,000	513,000	702,950	811,600	944,000	997,080
Halifax County C.C.	40,000	42,000	42,665	49,269	60,000	66,000	109,980	173,411
Haywood T.I.	35,202	64,704	200,122	201,443	176,0[illegible]2	203,229	214,740	201,061
Isothermal C.C.	85,334	114,639	139,679	157,450	171,018	254,584	249,429	246,580
James Sprunt Institute	33,624	44,189	63,973	70,620	94,241	137,601	158,500	488,926
Johnston T.I.	34,517	43,457	47,431	51,436	76,877	87,352	117,014	187,208
Lenoir C.C.	129,431	154,831	162,431	178,202	221,855	235,538	251,496	664,983
Martin C.C.	99,616	66,347	76,842	93,100	111,526	166,699	197,939	215,765
Mayland T.I.		26,000	43,637	44,351	60,000	66,000	70,500	111,020

Institution	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
McDowell T.I.	24,388	20,412	23,121	30,635	50,228	74,466	84,717	109,496
Mitchell C.C.				90,000	119,506	171,873	197,542	199,191
Montgomery T.I.	17,383	19,109	29,793	33,300	38,888	42,674	66,012	78,259
Nash T.I.	30,215	34,575	39,250	47,970	53,150	132,280	128,000	113,519
Pamlico T.I.	14,044	18,181	24,945	26,000	20,755	26,902	50,500	57,872
Piedmont T.I.	30,750	67,875	77,267	91,750	109,950	129,030	155,737	263,535
Pitt T.I.	117,809	129,388	108,955	125,584	152,123	193,490	221,848	312,207
Randolph T.I.	72,862	57,718	63,068	71,227	87,429	99,510	109,500	134,304
Richmond T.I.	60,106	103,060	113,084	119,159	123,351	135,351	159,756	177,454
Roanoke-Chowan T.I	34.635	35,415	40,782	53,391	64,728	126,080	135,500	193,200
Robeson T.I.	43,228	66,919	83,654	156,614	169,593	171,014	201,865	188,388
Rockingham C.C.	299,460	327,250	352,596	399,057	518,420	500,162	471,687	523,011
Rowan T.I.	87,711	106,426	219,997	243,238	170,174	220,514	291,720	314,250
Sampson T.I.	21,109	22,423	23,658	38,035	51,318	76,007	101,446	163,831
Sandhills C.C.	122,825	145,477	174,659	212,150	203,700	243,725	280,875	363,313
Southeastern C.C.	108,914	145,573	166,930	190,155	209,973	263,350	287,971	341,966
Southwestern T.I.	32,531	39,730	45,568	58,009	89,212	106,912	121,853	139,995
Stanly T.I.		17,900	42,900	52,900	59,348	142,084	151,465	208,610
Surry C.C.	92,525	116,542	130,400	142,546	167,731	198,618	229,024	327,665
T.I. of Alamance	67,902	96,934	112,571	113,573	136,055	236,897	265,721	305,024
Tri-County T.I.	14,150	15,880	20,993	34,169	45,216	55,999	46,806	52,042
Vance-Granville C.C.	43,141	61,350	67,650	75,910	115,621	194,589	271,067	399,747
Wake T.I.	241,500	346,950	456,600	535,000	610,000	735,000	956,332	1,213,379
Wayne C.C.	121,160	173,500	211,700	236,296	271,200	347,987	380,335	420,324
Western Piedmont C.C.	132,325	160,088	173,490	203,395	225,418	246,185	281,791	302,041
Wilkes C.C.	139,145	132,945	135,500	168,957	213,883	187,196	191,132	278,804
Wilson County T.I.	108,278	129,400	147,469	159,870	188,444	215,692	230,000	269,766
TOTAL	$ 5,779,728	$ 6,985,804	$ 8,359,497	$ 9,790,441	$ 11,320,435	$ 13,853,694	$ 16,102,368	$ 19,902,445

* Figures for 1965-69 appear in earlier Biennial Reports published by the North Carolina Department of Community Colleges.

3. DEPARTMENT OF COMMUNITY COLLEGES CAPITAL FUNDS EXPENDED OR OBLIGATED, JUNE 30, 1978

The following table shows local, state, vocational education and other capital funds expended from 1959 through June, 1978. The table shows the amount and percent of each type of funds expended by institution. Through June, 1978, over $234 million in capital funds were expended.

Institution	LOCAL	%	STATE AID	%	VO. ED.	%	OTHER FEDERAL	%	TOTAL
Anson T.I.	$ 1,460,760	64	$ 554,479	25	$ 247,500	11			$ 2,262,739
Asheville-Buncombe T.I.	1,344,758	31	618,575	14	500,000	11	1,924,758	44	4,388,091
Beaufort County T.I.	1,160,859	41	817,222	29	408,366	14	444,025	16	2,830,472
Bladen T.I.	701,000	37	502,800	27	167,017	9	508,691	27	1,879,508
Blue Ridge T.I.	738,137	29	597,757	23	100,000	4	1,130,000	44	2,565,894
Caldwell C.C. & T.I.	1,406,802	41	500,000	14	500,000	14	1,063,566	31	3,470,368
Cape Fear T.I.	4,428,724	75	976,422	17	500,000	8			5,905,146
Carteret T.I.	500,000	23	517,500	24			1,114,800	53	2,132,300
Catawba Valley T.I.	3,526,504	69	1,217,832	23	168,557	3	285,144	5	5,198,037
Central Carolina T.I.	1,190,463	58	643,087	31	227,904	11			2,061,454
Central Piedmont C.C.	13,646,616	57	6,355,311	26			4,088,079	17	24,090,006
Cleveland County T.I.	950,000	49	726,277	38	247,500	13			1,923,777
Coastal Carolina C.C.	4,098,339	58	1,947,140	27	606,029	8	520,772	7	7,172,280
College of Albemarle	990,032	41	701,540	29			742,200	30	2,433,772
Craven C.C.	1,349,352	44	1,230,497	41	230,000	41	218,559	7	3,028,408
Davidson County C.C.	2,098,283	43	1,709,719	35			1,056,856	22	4,864,858
Durham T.I.	1,715,513	49	1,133,411	33	527,924	15	95,534	3	3,472,382
Edgecombe T.I.	1,111,507	45	635,035	26	546,356	22	162,390	7	2,455,288
Fayetteville T.I.	5,076,691	66	1,365,274	17	500,000	6	874,369	11	7,816,334
Forsyth T.I.	2,187,412	40	1,699,798	32	500,000	9	1,000,000	19	5,387,210
Gaston College	3,757,434	56	1,340,690	20	500,000	8	1,060,887	16	6,659,011
Guilford T.I.	5,073,623	58	2,652,846	31	500,000	6	468,543	5	8,695,012
Halifax County C.C.	1,083,999	43	542,663	22	538,302	22	317,456	13	2,482,420
Haywood T.I.	1,147,408	43	500,000	19	250,000	10	722,000	28	2,619,408
Isothermal C.C.	4,978,385	64	500,000	6	1,219,691	16	1,063,118	14	7,761,194

Institution	LOCAL	%	STATE AID	%	VO. ED.	%	OTHER FEDERAL	%	TOTAL
James Sprunt Inst.	1,651,774	43	692,831	17	1,406,206	35	214,500	5	3,965,311
Johnston T.I.	1,571,458	40	610,000	16	839,417	22	849,551	22	3,870,416
Lenoir C.C.	2,491,515	49	828,966	16	714,961	14	1,087,439	21	5,122,881
Martin C.C.	1,848,435	65	639,240	22	300,000	10	100,000	3	2,887,675
Mayland T.I.	312,839	19	285,091	18	260,205	16	750,000	47	1,608,135
McDowell T.I.	578,301	35	373,665	19	204,636	11	785,000	35	1,941,602
Mitchell C.C.	2,962,587	81	186,308	5	500,784	14			3,649,679
Montgomery T.I.	1,108,840	62	681,135	38					1,789,975
Nash T.I.	1,168,874	47	500,588	20	617,724	25	202,000	8	2,489,186
Pamlico T.I.	259,933	17	259,864	17			1,036,000	66	1,555,797
Piedmont T.I.	3,151,670	78	870,172	22					4,021,842
Pitt T.I.	1,285,354	43	738,174	25	553,289	19	377,289	13	2,954,106
Randolph T.I.	616,111	47	491,923	37	217,101	16			1,325,135
Richmond T.I.	929,973	50	556,632	30	50,000	3	323,056	17	1,859,661
Roanoke-Chowan T.I.	511,879	23	500,000	23			1,200,000	54	2,211,879
Robeson T.I.	1,000,000	33	500,000	17	501,121	17	984,000	33	2,985,121
Rockingham C.C.	2,891,638	53	1,144,237	21			1,449,154	26	5,485,029
Rowan T.I.	3,477,514	73	934,230	20	330,096	7			4,741,840
Sampson T.I.	1,001,020	41	500,000	21	909,091	38			2,410,111
Sandhills C.C.	3,887,680	58	1,903,423	29			882,821	13	6,673,924
Southeastern C.C.	1,459,794	35	1,564,968	38			1,140,187	27	4,164,949
Southwestern T.I.	630,959	28	627,257	28			967,919	44	2,226,135
Stanly T.I.	817,496	56	632,022	44					1,449,518
Surry C.C.	1,535,541	44	675,310	19			1,292,509	37	3,503,360
T.I. of Alamance	4,642,262	72	1,142,352	18	500,000	8	122,034	2	6,406,648
Tri-County T.I.	547,468	25	570,076	26	25,000	1	1,015,200	48	2,157,744
Vance-Granville C.C.	2,914,000	70	500,000	12	500,000	12	250,000	6	4,164,000
Wake T.I.	4,805,151	57	2,565,014	30	927,381	11	128,800	2	8,426,346
Wayne C.C.	1,931,499	49	1,476,568	37	356,177	9	192,000	5	3,956,244
Western Piedmont C.C.	1,265,115	33	500,000	13	551,498	15	1,478,433	39	3,795,046
Wilkes C.C.	1,554,337	34	500,000	11	678,190	15	1,858,737	40	4,591,264
Wilson County T.I.	1,260,330	46	824,405	31	95,000	4	510,000	19	2,689,735
TOTAL	$121,793,948	48	$54,760,326	24	$20,023,013	10	$38,058,376	18	$234,635,663

4. MAJOR EQUIPMENT INVENTORY THROUGH JUNE 30, 1978

This table shows by institution the expenditures for major equipment as of June 30, 1978. The inventory value of equipment was in five major areas; namely, general, adult, college transfer, occupational, and specialty education. The major portion of equipment is in the occupational education area, amounting to over $33 million. The total major equipment inventory for all institutions as of June 30, 1978 was $57,903,572.

Institution	General	College Transfer	Occup. Education	Adult Education	Special Education	Total
Anson T.I.	$ 114,207		$ 203,795	$ 2,560	$ 560	$ 321,122
Asheville-Buncombe T.I.	377,589		1,282,031	22,710	24,642	1,706,972
Beaufort County T.I.	242,229		540,770	8,760	5,156	796,915
Bladen T.I.	84,331		247,564	5,388	3,193	340,476
Blue Ridge T.I.	129,286		316,109	12,379		457,774
Caldwell C.C. & T.I.	352,515	54,461	450,162	12,221	16,095	885,454
Cape Fear T.I.	472,143		1,529,767	43,284	23,436	2,068,630
Carteret T.I.	204,379		293,198	18,202	6,801	522,580
Catawba Valley T.I.	505,098		1,047,623	16,748	21,323	1,590,792
Central Carolina T.I.	325,016		703,565	18,180	13,170	1,059,931
Central Piedmont C.C.	1,236,457	454,429	1,970,585	46,852	54,765	3,763,088
Cleveland County T.I.	316,395		485,067	23,504	3,504	828,470
Coastal Carolina C.C.	384,367	90,777	647,960	4,651	10,367	1,138,122
College of Albemarle	221,465	117,352	433,985	23,931	12,125	808,858
Craven C.C.	206,288	49,337	365,351	5,568	14,539	641,083
Davidson County C.C.	312,519	199,438	526,291	37,126	17,706	1,093,080
Durham T.I.	583,351	(223)	836,304	8,740	15,983	1,444,155
Edgecombe T.I.	261,002		355,162	9,645	4,044	629,853
Fayetteville T.I.	552,116		1,452,620	51,019	20,047	2,075,802
Forsyth T.I.	546,513		1,393,030	21,071	19,893	1,980,507
Gaston College	586,088	180,184	673,731	21,328	31,724	1,493,055
Guilford T.I.	837,095		1,139,615	58,858	15,290	2,050,858
Halifax County C.C.	255,440	6,051	332,609	12,257	7,631	613,988
Haywood T.I.	156,745		847,863	12,303	6,532	1,023,443
Isothermal C.C.	191,831	79,992	292,846	17,183	13,241	595,093
James Sprunt Inst.	244,152		335,359	8,944	13,332	601,787
Johnston T.I.	306,194		405,946	2,786	1,693	716,619
Lenoir C.C.	531,413	181,913	894,235	39,423	12,132	1,659,116
Martin C.C.	173,866	83,781	255,410	1,978	2,535	517,570
Mayland T.I.	175,802		148,581	6,408	250	331,041

Institution	General	College Transfer	Occup. Education	Adult Education	Special Education	Total
McDowell T.I.	129,532		154,066	3,378	2,852	289,828
Mitchell C.C.	82,488	24,740	312,720	3,120	7,623	430,691
Montgomery T.I.	91,651		190,828	9,324	2,267	294,070
Nash T.I.	153,621		233,563	6,826	3,951	397,961
Pamlico T.I.	107,856		119,553	3,477	2,262	233,148
Piedmont T.I.	416,991		319,994	27,369		764,354
Pitt T.I.	312,004		730,708	61,880	3,917	1,108,509
Randolph T.I.	199,880		494,677	15,433	25,670	735,660
Richmond T.I.	231,361		632,665	13,724	10,108	887,858
Roanoke-Chowan T.I.	258,047		267,248	9,901	3,602	538,798
Robeson T.I.	243,559		388,340	20,552	8,800	661,251
Rockingham C.C.	260,546	214,791	581,238	5,377	22,269	1,084,221
Rowan T.I.	385,459		960,743	10,998	8,138	1,365,338
Sampson T.I.	229,881	(26)	252,433	17,337	3,210	502,935
Sandhills C.C.	391,414	258,109	635,915	18,851	13,304	1,317,593
Southeastern C.C.	382,797	140,911	593,119	25,532	17,201	1,159,560
Southwestern T.I.	134,440		427,979	16,486	2,983	581,888
Stanly T.I.	94,764		289,774	5,344		389,882
Surry C.C.	201,759	116,443	442,741	22,038	10,915	793,896
T.I. of Alamance	432,722		908,870	27,227	29,284	1,398,103
Tri-County T.I.	119,484		204,870	6,969	2,549	333,872
Vance-Granville C.C.	175,257	519	276,146	801	156	452,879
Wake T.I.	469,799		1,096,217	12,499	13,541	1,592,056
Wayne C.C.	572,077	136,936	888,864	10,851	28,964	1,637,692
Western Piedmont C.C.	322,880	105,325	500,342	47,928	10,205	986,680
Wilkes C.C.	410,038	78,996	821,140	18,762	9,323	1,338,259
Wilson County T.I.	349,671	1,703,074	713,306	49,186	55,119	2,870,356
TOTAL	$18,045,870	$4,277,310	$33,845,193	$1,045,177	$690,022	$57,903,572

5. INSTITUTIONAL RECEIPTS*, 1963-64 THROUGH 1977-78

Student tuition and other fees collected by the institutions and deposited with the state treasurer for 1963-64 through 1977-78 are shown in the following table. These receipts are deposited to the state and serve to reduce the General Fund appropriation required for the operation of institutions.

Year	Amount
1963-64	$ 366,958
1964-65	587,047
1965-66	1,161,722
1966-67	1,658,882
1967-68	2,079,627
1968-69	2,593,321
1969-70	2,974,932
1970-71	3,830,983
1971-72	4,462,888
1972-73	5,083,180
1973-74	6,235,384
1974-75	8,571,274
1975-76	10,158,747
1976-77	10,650,863
1977-78	12,159,714

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* Receipts from student tuition and other fees deposited with the state treasurer.

6. LIBRARY BOOK ACQUISITION THROUGH JUNE 30, 1978

The following table shows the number of library books, estimated cost, and books per curriculum student for 1978 accessioned by the state. The period covered is from 1957 through June 30, 1978.

Institution	Book Inventory	Estimated Per Volume Cost @ 13.15	Book Per FTE Student June 30, 1978 Curriculum
Anson T.I.	10,683	$ 111,690	19
Asheville-Buncombe T.I.	21,661	239,378	13
Beaufort County T.I.	10,551	113,574	12
Bladen T.I.	15,053	157,970	33
Blue Ridge T.I.	12,462	133,323	24
Caldwell C.C. & T.I.	20,534	211,789	15
Cape Fear T.I.	17,162	183,494	13
Carteret T.I.	16,388	161,139	17
Catawba Valley T.I.	21,818	234,743	13
Central Carolina T.I.	17,174	180,529	11
Central Piedmont C.C.	55,775	651,765	7
Cleveland County T.I.	17,215	180,045	11
Coastal Carolina C.C.	19,903	227,208	14
College of Albemarle	17,647	188,077	20
Craven C.C.	16,104	169,026	15
Davidson County C.C.	28,215	282,422	17
Durham T.I.	15,011	171,763	8
Edgecombe T.I.	15,292	155,992	20
Fayetteville T.I.	24,775	269,517	8
Forsyth T.I.	22,099	241,447	10
Gaston College	24,554	262,013	12
Guilford T.I.	29,739	303,397	12
Halifax County C.C.	13,037	128,703	12
Haywood T.I.	17,624	181,367	16
Isothermal C.C.	26,962	275,314	32
James Sprunt Inst.	15,492	160,391	22
Johnston T.I.	12,214	114,119	10
Lenoir C.C.	32,949	340,414	19
Martin C.C.	14,155	146,739	18
Mayland T.I.	10,105	107,600	16
McDowell T.I.	9,504	102,344	16
Mitchell C.C.	4,939	52,161	6
Montgomery T.I.	8,612	88,873	23
Nash T.I.	13,603	135,331	16
Pamlico T.I.	9,456	93,930	66
Piedmont T.I.	11,793	129,844	14
Pitt T.I.	23,664	253,657	15
Randolph T.I.	16,902	171,418	23
Richmond T.I.	24,086	239,957	27
Roanoke-Chowan T.I.	13,869	140,524	20
Robeson T.I.	24,041	221,853	19
Rockingham C.C.	25,894	274,963	24
Rowan T.I.	18,057	206,056	12
Sampson T.I.	12,405	128,391	17
Sandhills C.C.	29,567	309,547	17

6. LIBRARY BOOK ACQUISITION THROUGH JUNE 30, 1978

Institution	Book Inventory	Estimated Cost @ 13.15 Per Volume	Book Per Curriculum FTE Student June 30, 1978
Southeastern C.C.	32,560	339,999	22
Southwestern T.I.	12,510	136,824	15
Stanly T.I.	8,558	86,627	17
Surry C.C.	30,563	312,827	25
T.I. of Alamance	24,779	246,967	19
Tri-County T.I.	11,645	123,952	20
Vance-Granville C.C.	11,413	113,583	9
Wake T.I.	21,992	238,843	13
Wayne C.C.	34,408	361,703	17
Western Piedmont C.C.	22,914	241,167	19
Wilkes C.C.	31,273	335,676	17
Wilson County T.I.	20,643	218,000	21
TOTAL	1,102,003	$11,589,965	15

7. ESTIMATE OF STATE EXPENDITURES FOR 1978-79 AND BUDGET REQUESTS FOR THE BIENNIUM 1979-81

An estimate of current expense and of equipment and library book expense for 1978-79, pending change budget requests for each year of the 1979-81 biennium, and the now pending capital improvement request are shown in the following table.

	Budget 1978-79	Request 1979-80	Request 1980-81	Total
Continuation Budget				
Current Expense	$140,832,617	$140,832,617	$140,832,617	$281,665,234
Book & Equipment	6,070,358	6,070,358	6,070,358	12,140,716
Sub-total		$146,902,975	$146,902,975	$293,805,950
Expansion Budget				
Current expense		23,303,883	32,699,731	56,003,614
Book & Equipment		9,066,454	13,925,235	22,991,689
Sub-total		32,370,337	46,624,966	78,995,303
Construction	1,000,000	5,599,821	5,599,821	11,199,642
Total	$147,902,975	$184,873,133	$199,127,762	$384,000,895

8. STATISTICAL SUMMARY OF FINANCIAL DATA*

	1976-77	1977-78
Total Current Expense	**$115,010,849**	**$122,673,395**
Less: Student Receipts	**10,650,863**	**12,159,714**
Less: Other Receipts	**303,366**	**182,234**
Less: Federal Receipts	**2,026,739**	**6,465,833**
State Appropriation	**$102,029,881**	**$108,865,564**
Local Current Expenditures	**$ 16,102,363**	**$ 19,902,445**

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* Figures for 1965-75 appear in earlier Biennial Reports published by the North Carolina Department of Community Colleges.

Number and estimated cost of library books (state funds)	**Through June 30, 1978**
(1) Number of books	1,102,003
(2) Total estimated cost of books	$11,589,965
(3) Books per curr. FTE students (Average)	14.7

Equipment Inventory (State Funds)
through June 30, 1978

(1) General	$18,045,870
(2) Adult Education	1,045,177
(3) College Transfer	4,277,310
(4) Occupational Education	33,845,193
(5) Specialty Education	690,022
	$57,903,572

Construction Costs through June 30, 1978

	Dollars	%
(1) Local	$121,793,948	48
(2) State	54,760,326	24
(3) Vocational Education	20,023,013	10
(4) Other	38,058,376	18
	$234,635,663	100

B. STUDENT ENROLLMENT DATA

Definition of terms.

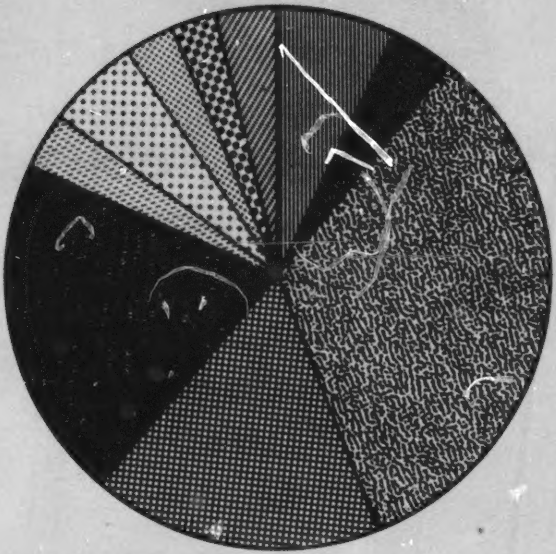
The full-time equivalent (FTE) system is the means developed to standardize reporting. One FTE is an enrollment of sixteen hours per week for forty-four weeks (a full four-quarter year). Because, however, so many students attend classes on a part-time basis, it is necessary to equate them to full-time students. It takes two or more part-time students to equal the amount of time that one full-time student spends in class.

Unduplicated headcount is the number of individuals enrolled in each curriculum or extension program. A student is counted in only one curriculum; therefore, the sum of the enrollment in each curriculum equals the total curriculum enrollment. However, in extension a student is counted in each extension program in which he is enrolled, but he is counted only once in each extension subtotal and total count, regardless of the number of different programs in which he is enrolled. Therefore, the sum of the enrollments in each extension program exceeds the total unduplicated extension count.

Since the enactment of G.S. 115A in 1963 establishing the North Carolina Community College System, enrollment has increased from 7,781 FTE in sixteen industrial education centers to 114,858 FTE in fifty-seven community colleges and technical institutes (end of 1977-78 school year). See pp. 53-56. Student enrollment (unduplicated headcount) has grown from 52,870 in 1963-64 to 539,373 in 1977-78. A comparison of follow-up data of North Carolina high school graduates for the period 1958-77 reveals that 59% of high school graduates continued training in 1977 as compared with 42% in 1958. Projected enrollment indicates approximately 150,000 FTE and more than 650,000 full-time and part-time students by 1978-79.

1. AVERAGE ANNUAL FTE

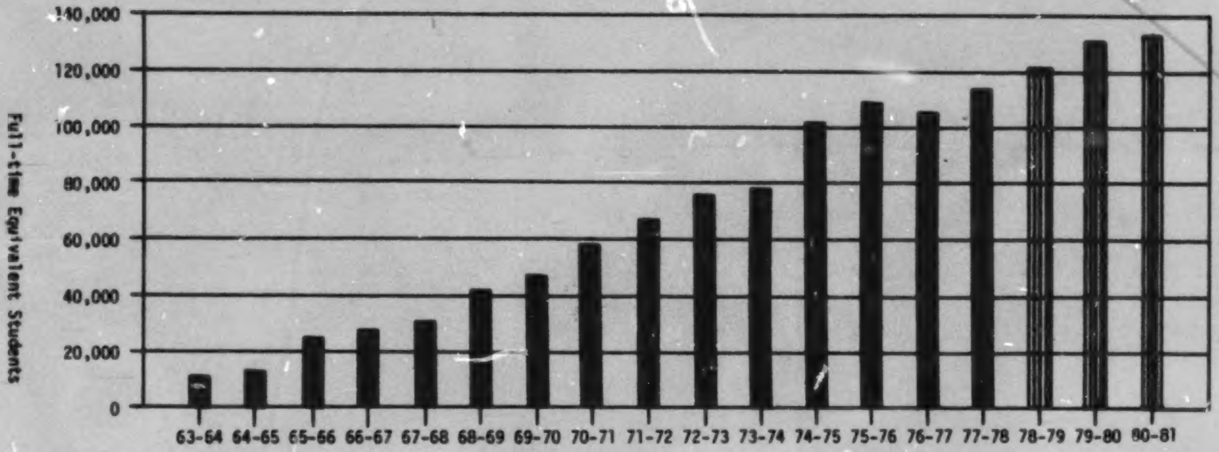
1977-78



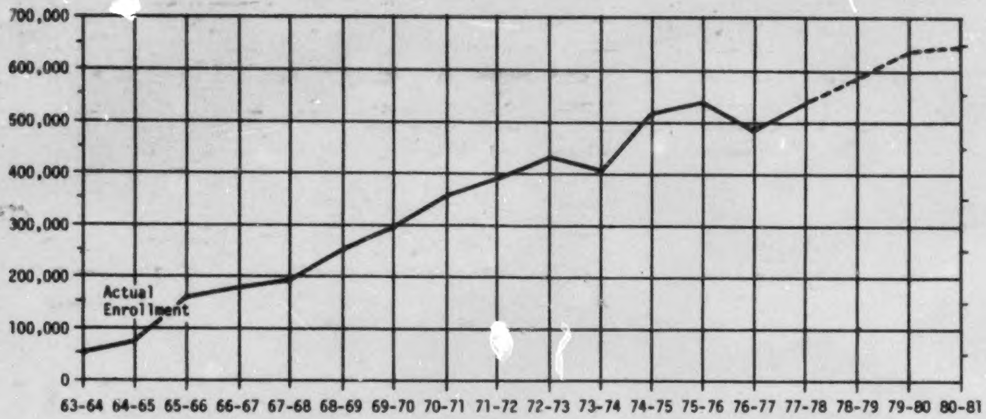
	PROGRAM	FTE	PERCENT		PROGRAM	FTE	PERCENT
▥	College Transfer	7,127	6.2%	▩	Learning Lab	2,736	2.4%
■	General Education	1,744	1.5	▩	Adult Basic Education	3,478	3.0
■	Special Credit Student	3,056	2.7	▨	CETA	406	0.4
▩	Technical	35,013	30.5	▨	New & Expanding Industry	822	0.7
▩	Vocational	18,831	16.4	▨	HRD	1,306	1.1
■	Occupational Extension	26,807	23.3	▨	Disadvantaged & Handicapped	192	0.2
▩	Adult High School	5,391	4.7	▨	Rec. & Other Self-Supporting	970	0.8
▣	Other Academic Extension	6,979	6.1		TOTAL	114,858	100.0%

2. ENROLLMENT GROWTH

Average Annual FTE
Actual 1963-64 Through 1977-78,
Projected 1978-79 Through 1980-81



3. ENROLLMENT GROWTH AND PROJECTIONS--UNDUPLICATED HEADCOUNT



YEAR	ENROLLMENT	GROWTH	PERCENT GROWTH	YEAR	ENROLLMENT	GROWTH	PERCENT GROWTH
1963-64	52,870	17,870	33.7	1972-73	431,174	43,895	11.3
1964-65	79,117	26,247	49.6	1973-74	400,220	-30,954	-7.2
1965-66	151,200	72,083	91.1	1974-75	525,923	125,703	31.4
1966-67	166,033	14,833	9.0	1975-76	534,833	8,910	1.7
1967-68	189,276	26,243	13.9	1976-77	488,604	-46,229	-8.6
1968-69	240,851	51,575	27.2	1977-78	539,373	50,769	10.4
1969-70	293,602	52,751	21.9	*1978-79	567,669	28,296	5.2
1970-71	358,014	64,412	21.9	*1979-80	624,563	56,894	10.0
1971-72	387,279	29,265	8.2	*1980-81	640,028	15,465	2.5

*Projected

4. ENROLLMENT GROWTH OF THE COMMUNITY COLLEGE SYSTEM, 1965-66 THROUGH 1980-81

Items	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79*	1979-80*	1980-81*
Full-Time Equivalent Enrollment	25,704	28,250	32,756	40,061	47,857	59,329	69,579	73,959	78,863	104,864	112,[illegible]	106,589	114,858	120,800	132,907	136,198
Number of Institutions in Full Operation	31	43	50	53	54	54	55	56	57	57	57	57	57	57	57	57
Percent Annual Enrollment Increase	101%	10%	28%	22%	19%	24%	17%	6%	7%	33%	8%	—6%	8%	5%	10%	2%

* Projected figures for these years.

5. ENROLLMENT GROWTH BY PROGRAM AREA, 1976-77 AND 1977-78 SCHOOL YEARS

STUDENT ENROLLMENT					AVERAGE ANNUAL FTE			
1976-77	Percent Growth	1977-78	Percent of Total	Program Area	1976-77	Percent Growth	1977-78	Percent of Total
15,755	7.3	16,907	3.1	College Transfer	7,641	—6.7	7,127	6.2
4,458	—0.6	4,432	0.8	General Education	1,689	3.3	1,744	1.5
27,980	25.0	34,988	6.5	Special Credit	2,594	17.8	3,056	2.7
68,797	1.5	69,861	13.0	Technical	35,151	—0.4	35,013	30.5
27,193	5.9	28,788	5.3	Vocational	18,312	2.8	18,831	16.4
144,183	7.5	154,976	28.7	Curriculum Total	65,387	0.6	65,771	57.3
73,508	9.5	80,508	14.1	Fundamental Extension[2]	9,907	17.1	11,605	10.1
63,227	15.8	73,195	12.8	Other Academic Extension	6,190	12.7	6,979	6.1
221,918	12.3	249,243	43.8	Occupational Extension[3]	24,094	22.6	29,533	25.7
3,305	—5.4	3,128	0.6	Recreational Extension[4]	1,011	—4.1	970	0.8
344,421[1]	11.6	384,397	71.3	Extension	41,202	19.1	49,087	42.7
488,604	10.4%	539,373	100.0%	Total	106,589	7.8%	114,858	100.0%

[1] Extension students enrolled in more than one extension program are counted in each program in which enrolled, but are counted only once in the extension total.

[2] Includes Adult Basic Education (Grades 1 through 8), Adult High School Programs, and Learning Laboratory.

[3] Includes Occupational extension, Comprehensive Employment Training Act (CETA), New and Expanding Industry Programs, Human Resource Development, and Handicapped and Disadvantaged Programs.

[4] Includes Self-Supporting Recreational and other non-state funded FTE.

6. GROWTH OF THE COMMUNITY COLLEGE SYSTEM, 1963-64 - 1977-78

Year	Number of Institutions	Percent Increase*	Institutional Positions	Percent Increase*	Students	Percent Increase*	Departmental Positions	Percent Increase*
1963-64	24	—	520	—	52,870	—	85	—
1964-65	26	8%	743	43%	79,117	50%	97	14%
1965-66	31	19	1,132	52	151,200	91	113	16
1966-67	43	39	1,540	36	166,033	10	114	1
1967-68	50	16	2,226	45	189,276	14	125	10
1968-69	50	0	2,671	20	240,851	27	133	6
1969-70	54	8	3,185	19	293,602	22	142	7
1970-71	54	0	3,608	13	358,014	22	151	6
1971-72	56	4	4,363	21	387,279	8	151	0
1972-73	56	0	5,012	15	431,174	11	156	3
1973-74	57	2	5,786	15	400,220	7	152	—2.5
1974-75	57	0	5,997	4	525,923	31	169	11
1975-76	57	0	6,873	15	534,833	2	174	3
1976-77	57	0	7,281	6	488,604	—9	148	—15
1977-78	57	0	6,915	—5	539,373	10	150	1
TOTAL**		138%		1,230%		920%		76%

* Percent growth over previous year.
** Percent growth over 1963-64.

7. SUMMARY OF SYSTEM'S GROWTH

	1963-64	1977-78	Percent Growth**
a. Number of institutions	24	57	138%
b. Institutional Positions	520	6,915	1,230
c. Students	52,870	539,373	920
d. Department Positions	85	150	76

** Percent growth over 1963-64.

8. TOTAL UNDUPLICATED HEADCOUNT BY INSTITUTION, 1970-71* THROUGH 1977-78

Institution	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Anson T.I.	3,022	2,874	3,748	2,711	3,771	5,870	4,009	5,052
Asheville-Buncombe T.I.	7,850	8,391	7,826	6,998	9,113	9,111	10,682	12,170
Beaufort County T.I.	5,053	3,949	5,713	4,976	6,376	10,140	6,172	5,853
Bladen T.I.	1,849	2,367	2,499	2,548	2,696	2,476	2,017	2,522
Blue Ridge T.I.	2,858	4,639	4,330	4,119	8,497	7,298	7,261	7,619
Caldwell C.C. and T.I.	10,398	9,734	12,919	11,859	14,312	12,677	13,177	11,712
Cape Fear T.I.	13,023	13,579	13,284	11,754	13,832	12,877	12,913	14,120
Carteret T.I.	2,423	2,603	3,016	3,547	4,167	4,386	4,579	4,497
Catawba Valley T.I.	13,226	16,568	16,286	12,260	14,353	11,280	13,111	14,350
Central Carolina T.I.	5,528	10,310	10,563	11,225	14,819	14,730	14,532	19,908
Central Piedmont C.C.	27,275	26,190	31,762	33,191	43,761	46,371	45,264	49,901
Cleveland County T.I.	3,582	4,062	4,974	5,587	8,424	8,229	7,866	8,360
Coastal Carolina C.C.	29,149	23,754	27,573	22,520	22,076	20,015	17,518	16,867
College of The Albemarle	8,341	5,852	6,308	5,484	6,413	6,328	6,194	7,062
Craven C.C.	4,982	7,205	7,101	6,689	9,401	8,989	7,238	8,426
Davidson County C.C.	9,165	10,979	11,966	10,503	12,000	11,257	10,795	12,177
Durham T.I.	6,417	6,570	7,307	6,389	8,233	7,053	8,913	8,387
Edgecombe T.I.	[illegible]	3,100	5,521	4,154	5,742	5,347	4,973	4,488
Fayetteville T.I.	[illegible]	8,521	10,811	16,167	30,371	32,616	24,970	30,302
Forsyth T.I.	[illegible]	11,494	11,520	11,614	15,156	15,737	15,203	18,367
Gaston College	9,292	13,392	14,293	10,753	13,696	13,464	11,670	13,029
Guilford T.I.	13,548	17,702	19,658	16,809	23,492	27,227	23,618	25,187
Halifax County C.C.	4,327	4,913	4,397	4,918	4,397	4,539	5,255	5,774
Haywood T.I.	3,575	4,285	4,180	3,717	4,691	4,765	4,298	4,796
Isothermal C.C.	4,303	4,035	4,083	3,616	4,412	4,799	4,568	5,155
James Sprunt Institute	4,442	4,359	3,894	3,413	4,582	3,835	3,061	4,363
Johnston T.I.	4,882	7,937	8,346	6,917	11,378	15,203	9,705	[illegible]
Lenoir C.C.	10,596	11,232	11,774	8,659	11,540	11,512	10,402	12,366
McDowell T.I.	2,646	2,791	2,608	1,857	3,532	2,994	2,864	2,949
Martin C.C.	2,872	4,190	4,550	3,406	4,468	3,751	3,216	3,702

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8. TOTAL UNDUPLICATED HEADCOUNT BY INSTITUTION, 1970-71* THROUGH 1977-78 (cont'd)

Institution	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Mayland T.I.		1,650	1,838	2,343	3,374	2,913	2,145	3,536
Mitchell C.C.				3,930	5,859	7,170	7,373	7,822
Montgomery T.I.	1,533	1,812	1,622	1,484	2,212	2,119	1,826	2,034
Nash T.I.	2,834	3,948	3,724	3,432	4,904	5,924	5,604	6,116
Pamlico T.I.	1,248	1,316	1,366	1,022	1,402	2,034	1,680	1,331
Piedmont T.I.	2,242	3,713	5,051	4,487	4,957	5,109	4,168	5,114
Pitt T.I.	9,165	7,841	9,378	7,144	9,190	8,977	8,919	9,070
Randolph T.I.	4,230	5,465	6,012	5,653	7,381	8,159	7,088	7,050
Richmond T.I.	5,141	5,766	6,196	6,033	6,927	6,770	6,354	7,056
Roanoke-Chowan T.I.	3,619	4,666	4,909	4,282	5,141	4,600	4,399	4,407
Robeson T.I.	4,546	4,582	5,768	5,697	9,460	9,146	8,590	10,806
Rockingham C.C.	6,228	5,245	6,796	5,951	6,853	5,744	5,302	5,297
Rowan T.I.	6,747	6,753	8,339	9,241	11,016	13,195	10,514	12,247
Sampson T.I.	6,682	3,742	5,020	3,617	4,956	4,112	5,098	5,485
Sandhills C.C.	5,903	5,750	6,126	6,141	9,168	8,580	7,655	8,987
Southeastern C.C.	4,893	6,529	6,869	5,557	7,093	6,994	6,916	6,344
Southwestern T.I.	4,173	4,743	5,010	4,154	5,198	5,144	4,846	4,224
Stanly T.I.		661	2,791	4,462	6,780	6,218	5,238	5,964
Surry C.C.	5,639	6,116	7,695	7,047	7,492	8,045	8,437	8,223
T.I. of Alamance	8,405	7,054	7,220	6,465	8,668	9,783	9,195	10,652
Tri-County T.I.	3,139	2,687	3,469	2,697	3,098	3,442	2,591	4,207
Vance-Granville C.C.	2,930	4,875	5,077	5,325	6,956	6,520	6,176	6,488
Wake T.I.	4,507	5,585	5,997	5,166	7,952	7,048	7,371	7,708
Wayne C.C.	9,849	11,123	10,410	9,208	11,768	12,267	9,150	12,381
Western Piedmont C.C.	6,351	5,826	7,812	9,083	10,671	10,577	9,705	11,022
Wilkes C.C.	5,739	6,605	7,530	6,804	9,326	9,835	9,331	9,067
Wilson County T.I.	5,524	5,669	6,339	5,814	7,673	8,641	6,889	7,037
Total	358,014	387,279	431,174	400,220	525,923	534,833	488,604	539,373

* Figures for 1966-69 appear in earlier Biennial Reports published by the North Carolina Department of Community Colleges.

9. ENROLLMENT GROWTH BY INSTITUTION
TOTAL AVERAGE ANNUAL FTE

Institution	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Anson T.I.	302	235	163	181	207	302	337	377	521	878	1,029	867	858
Asheville-Buncombe T.I.	1,729	1,288	1,248	1,227	1,199	1,286	1,570	1,681	1,777	2,056	2,064	2,133	2,343
Beaufort County T.I.	65	207	430	660	1,113	1,262	1,077	1,005	1,270	1,[illegible]96	2,036	1,350	1,243
Bladen T.I.			28	179	293	324	428	391	489	564	584	566	587
Blue Ridge T.I.					26	285	482	649	[illegible]50	1,132	1,209	1,258	1,273
Caldwell C.C. and T.I.	174	281	547	722	907	1,180	1,288	1,324	1,423	2,400	2,343	2,361	2,166
Cape Fear T.I.	657	811	966	1,409	1,758	2,056	2,661	2,854	2,724	3,386	3,497	3,541	4,223
Carteret T.I.	499	437	479	440	504	544	554	647	728	1,027	1,087	1,029	1,043
Catawba Valley T.I.	756	816	986	1,192	1,417	1,665	1,839	1,896	1,695	2,393	2,440	2,305	2,468
Central Carolina T.I.	611	586	686	786	935	1,161	1,567	1,641	2,324	3,037	3,617	3,317	4,188
Central Piedmont C.C.	2,370	2,310	3,240	4,038	5,139	6,519	6,707	7,089	7,458	[illegible],869	10,945	11,129	11,827
Cleveland County T.I.	125	228	299	339	394	482	612	687	1,121	1,[illegible]97	2,096	1,842	1,542
Coastal Carolina C.C.	252	353	539	1,015	1,269	1,853	2,45[illegible]	2,838	2,138	2,569	2,961	2,739	3,016
College of The Albemarle	659	726	776	843	955	1,122	1,[illegible]52	1,163	1,056	1,272	1,264	1,253	1,247
Craven C.C.	205	301	411	417	578	721	931	984	1,153	1,540	1,588	1,450	1,563
Davidson County C.C.	319	475	687	1,018	1,209	1,418	1,533	1,645	1,69[illegible]	1,958	2,129	2,056	2,196
Durham T.I.	1,104	933	1,232	1,048	1,114	1,328	1,350	1,437	1,47[illegible]	1,976	2,105	2,738	3,177
Edgecombe T.I.			6	247	289	590	913	907	1,0[illegible]8	1,075	1,291	1,355	1,618
Fayetteville T.I.	1,410	1,049	1,149	1,688	1,696	1,890	2,032	2,488	3,4[illegible]0	5,340	5,194	4,768	6,248
Forsyth T.I.	1,266	1,389	1,505	1,640	1,584	1,949	2,114	2,164	2,2[illegible]0	2,807	3,078	3,089	3,287
Gaston College	1,482	1,323	1,478	1,369	1,548	1,943	2,100	2,116	2,07[illegible]	2,774	3,076	2,553	2,653
Guilford T.I.	740	917	966	1,247	1,554	2,364	2,765	2,972	3,22[illegible]	[illegible]89	4,354	4,189	4,605
Halifax County C.C.			44	392	581	728	845	860	79[illegible]	[illegible]181	1,313	1,278	1,509
Haywood T.I.	132	284	348	445	622	681	807	900	952	[illegible]565	1,440	1,462	1,575
Isothermal C.C.	153	213	348	508	566	634	714	739	743	997	1,165	914	1,001
James Sprunt Institute	345	418	360	438	508	568	733	817	899	1,035	1,075	927	1,098
Johnston T.I.					350	720	1,049	1,184	1,502	2,123	2,394	2,280	1,963
Lenoir C.C.	521	732	937	1,189	1,381	1,973	2,319	2,422	2,063	2,616	2,826	2,633	2,791
McDowell T.I.	236	473	202	208	268	322	420	479	326	578	764	648	791
Martin C.C.			14	366	422	513	657	681	614	821	930	688	710

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9. ENROLLMENT GROWTH BY INSTITUTION
TOTAL AVERAGE ANNUAL FTE (cont'd)

Institution	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Mayland T.I.							97	218	327	897	896	711	747
Mitchell C.C.									814	1,288	1,370	1,326	1,443
Montgomery T.I.				155	262	265	307	300	405	553	591	548	608
Nash T.I.			38	227	363	398	513	551	614	970	1,144	943	1,027
Pamlico T.I.	105	146	106	199	169	229	218	249	238	378	390	415	291
Piedmont T.I.						246	1,144	1,171	1,005	1,112	1,279	1,097	1,131
Pitt T.I.	1,511	1,026	1,020	814	1,120	1,615	1,523	1,607	1,601	1,577	2,041	2,146	2,156
Randolph T.I.	362	295	549	461	643	691	820	881	1,114	1,279	1,345	1,174	1,191
Richmond T.I.	435	350	539	572	870	981	1,141	1,188	1,149	1,331	1,590	1,504	1,558
Roanoke-Chowan T.I.			55	254	493	627	872	836	842	1,168	1,191	1,059	1,175
Robeson T.I.	138	898	483	697	863	790	1,039	978	1,134	1,577	2,053	1,394	2,068
Rockingham C.C.	382	497	774	1,029	1,128	1,202	1,212	1,211	1,261	1,392	1,628	1,235	1,227
Rowan T.I.	764	737	678	724	787	989	1,098	1,144	1,378	1,873	2,135	1,847	2,085
Sampson T.I.	139	364	494	508	530	660	724	910	929	1,010	1,064	1,081	1,151
Sandhills C.C.	389	774	923	958	1,184	1,371	1,537	1,552	1,712	2,345	2,243	2,221	2,535
Southeastern C.C.	489	796	859	985	1,049	1,255	1,438	1,441	1,287	1,709	1,804	1,707	1,797
Southwestern T.I.	161	325	299	378	460	570	702	766	784	1,042	1,132	1,086	1,204
Stanly T.I.							50	286	729	1,247	1,278	863	1,130
Surry C.C.	84	317	468	630	666	821	1,018	1,086	1,153	1,414	1,625	1,535	1,671
T.I. of Alamance	833	865	917	979	1,025	1,288	1,370	1,459	1,407	1,789	1,858	1,966	2,018
Tri-County T.I.	111	183	167	225	319	473	870	892	730	777	827	702	703
Vance-Granville C.C.					102	311	585	632	814	1,252	1,183	1,120	1,231
Wake T.I.	1,175	995	1,057	1,041	1,084	1,261	1,455	1,530	1,522	1,880	1,959	1,803	1,795
Wayne C.C.	971	1,073	1,146	1,628	1,653	1,744	2,060	2,143	2,157	2,438	2,599	2,389	2,364
Western Piedmont C.C.	88	380	629	812	998	1,150	1,252	1,286	1,432	1,883	2,014	1,984	2,065
Wilkes C.C.	78	301	522	662	914	1,052	1,358	1,563	1,515	2,056	2,448	2,157	2,054
Wilson County T.I.	1,380	1,193	1,181	880	890	907	1,032	1,000	885	1,578	1,567	1,375	1,526
Total	25,704	28,250	32,756	40,061	47,836	59,329	69,579	73,959	78,963	104,864	112,988	106,585	114,858

10. GEOGRAPHIC ORIGIN OF STUDENTS
1977 FALL QUARTER CURRICULUM STUDENTS

Institution	(Home Location of Students in Percent) County of Institution	Adjacent Counties	Other N.C. Counties	Out-of-State	Number of Students
Anson T.I.	68.2%	28.8%	2.3%	0.7%	576
Asheville-Buncombe T.I.	78.2	16.3	3.2	2.3	1,802
Beaufort County T.I.	66.0	23.1	8.6	2.3	1,047
Bladen T.I.	88.2	9.6	0.8	1.4	489
Blue Ridge T.I.	77.1	20.6	0.6	1.7	593
Caldwell C.C. and T.I.	62.9	31.3	2.8	3.0	1,528
Cape Fear T.I.	70.6	15.1	10.2	4.1	1,348
Carteret T.I.	76.1	16.5	2.6	4.8	982
Catawba Valley T.I.	66.6	28.0	2.9	2.5	2,058
Central Carolina T.I.	41.4	41.1	13.6	3.9	1,891
Central Piedmont C.C.	85.9	10.7	2.7	0.7	14,959
Cleveland County T.I.	81.6	13.2	0.3	4.9	1,295
Coastal Carolina C.C.	70.4	4.7	5.0	19.9	2,059
College of The Albemarle	46.4	22.6	25.4	5.6	1,081
Craven C.C.	78.6	10.0	3.3	8.1	1,414
Davidson County C.C.	57.4	39.6	0.8	2.2	2,128
Durham T.I.	70.5	21.7	5.1	2.7	2,617
Edgecombe T.I.	75.0	23.2	1.7	0.1	1,007
Fayetteville T.I.	79.5	7.4	2.3	10.8	4,699
Forsyth T.I.	78.4	17.4	2.7	1.5	2,447
Gaston College	76.0	19.0	2.3	2.7	2,780
Guilford T.I.	83.7	12.8	2.1	1.4	3,519
Halifax County C.C.	79.8	18.0	1.3	0.9	1,043
Haywood T.I.	55.3	17.3	15.5	11.9	807
Isothermal C.C.	82.0	15.2	0.3	2.5	1,048
James Sprunt Institute	81.8	15.5	2.7	0.0	861
Johnston T.I.	68.3	17.0	10.9	3.8	1,201
Lenoir C.C.	62.2	30.5	5.7	1.6	2,066
Martin C.C.	50.2	42.0	6.8	1.0	690
Mayland T.I.	37.3	59.5	2.7	0.5	592
McDowell T.I.	78.7	18.3	2.6	0.4	497
Mitchell C.C.	84.4	12.1	1.8	1.7	1,211
Montgomery T.I.	86.0	12.0	1.7	0.3	407
Nash T.I.	70.7	28.4	0.7	0.2	1,068
Pamlico T.I.	84.3	13.1	0.0	2.6	191
Piedmont T.I.	49.7	37.5	9.2	3.6	773
Pitt T.I.	77.6	10.6	10.2	1.6	1,688
Randolph T.I.	70.6	14.8	13.5	1.1	809
Richmond T.I.	64.2	31.0	3.7	1.1	1,061
Roanoke-Chowan T.I.	51.7	46.8	0.9	0.6	790
Robeson T.I.	94.2	4.8	1.0	0.0	1,330
Rockingham C.C.	80.2	17.1	0.8	1.9	1,359
Rowan T.I.	64.3	32.8	1.3	1.6	1,834
Sampson T.I.	88.5	10.5	0.7	0.3	816
Sandhills C.C.	56.9	34.7	6.0	2.4	1,622
Southeastern C.C.	62.2	31.3	4.4	2.1	1,883
Southwestern T.I.	36.8	53.1	8.5	1.6	924
Stanly T.I.	88.9	10.1	1.0	0.0	810
Surry C.C.	67.5	26.4	2.2	3.8	1,651
T.I. of Alamance	72.3	22.2	4.5	1.0	1,462

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10. GEOGRAPHIC ORIGIN OF STUDENTS
1977 FALL QUARTER CURRICULUM STUDENTS (cont'd)

	(Home Location of Students in Percent)				
Institution	County of Institution	Adjacent Counties	Other N.C. Counties	Out-of-State	Number of Students
Tri-County T.I.	50.6	38.2	0.6	10.6	490
Vance-Granville C.C.	41.6	55.7	1.9	0.8	1,227
Wake T.I.	84.5	9.9	4.3	1.3	1,453
Wayne C.C.	78.0	9.7	10.8	1.5	2,234
Western Piedmont C.C.	71.0	24.6	4.1	0.3	1,463
Wilkes C.C.	56.7	37.8	4.5	1.5	2,159
Wilson County T.I.	69.4	24.6	5.1	0.9	1,283
Total	72.7%	20.3%	4.2%	2.8%	93,123

11. STUDENT ENROLLMENT BY SEX AND RACE BY TYPE OF PROGRAM
1977-78

Instructional Area	Unduplicated Headcount*	White	Non-White	Male	Female
College Transfer	16,907	83.9%	16.1%	52.4%	47.6%
General Education	4.432	78.8	21.2	44.7	55.3
Special Credit	34,988	86.9	13.1	37.5	62.5
Technical	69,861	74.4	25.6	52.9	47.1
Vocational	28,788	68.5	31.5	71.1	28.9
Curriculum Subtotal	154,976	77.3	22.7	52.5	47.5
Fundamental Extension	80,508	58.8	41.2	49.4	50.6
Other Academic Extension	73,195	82.9	17.1	25.2	74.8
Occupational Extension	249,243	79.2	20.8	48.6	51.4
Recreational Extension	3,128	71.6	28.4	62.6	37.4
Extension Subtotal	384,397	76.1	23.9	45.0	55.0
TOTAL	539,373	76.5%	23.5%	47.2%	52.8%

1976-77

Instructional Area	Unduplicated Headcount*	White	Non-White	Male	Female
College Transfer	15,755	84.4%	15.6%	55.9%	44.1%
General Education	4,458	80.2	19.8	48.8	51.2
Special Credit	27,980	88.0	12.0	37.6	62.4
Technical	68,797	75.6	24.4	58.5	41.5
Vocational	27,193	69.4	30.6	73.8	26.2
Curriculum Subtotal	144,183	77.9	22.1	56.7	43.3
Fundamental Extension	73,508	61.8	38.2	52.9	47.1
Other Academic Extension	63,227	84.8	15.2	28.5	71.5
Occupational Extension	221,918	81.1	18.9	49.1	50.9
Recreational Extension	3,305	62.0	38.0	73.0	27.0
Extension Subtotal	344,421	77.9	22.1	46.8	53.2
TOTAL	488,604	77.9%	22.1%	49.8%	50.2%

* See definition of "unduplicated headcount" on p. 52.

12. TRANSFER STUDENTS FROM COMMUNITY COLLEGES AND TECHNICAL INSTITUTES TO NORTH CAROLINA SENIOR COLLEGES AND UNIVERSITIES

Institution	Fall 1975			Fall 1976			Fall 1977		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
Caldwell CC & TI	57	6	63	52	17	69	61	22	83
Central Piedmont CC	355	60	415	319	70	389	344	62	406
Coastal Carolina CC	56	2	58	45	11	56	54	4	58
College of The Albemarle	96	8	104	73	9	82	82	7	89
Craven CC	27	3	30	30	8	38	28	2	30
Davidson Co. CC	93	54	147	92	32	124	121	38	159
Gaston College	114	52	166	120	73	193	107	67	174
Halifax CC*				4	8	12	8	6	14
Isothermal CC	50	17	67	50	26	76	56	22	78
Lenoir CC	77	4	81	54	12	66	95	15	110
Martin CC*				4	1	5	17	3	20
Mitchell CC	101	49	150	84	18	102	77	20	97
Rockingham CC	91	8	99	88	11	99	111	18	129
Sandhills CC	169	25	194	126	26	152	155	23	178
Southeastern CC	129	9	138	107	17	124	76	12	88
Surry CC	89	9	98	78	16	94	114	22	136
Vance-Granville CC*				6	5	11	6		6
Wayne CC	50	24	74	35	30	65	63	28	91
Western Piedmont CC	57	20	77	62	13	75	59	15	74
Wilkes CC	53	7	60	68	10	78	76	12	88
Technical Institutes	407	207	614	487	271	758	493	316	809
TOTAL	2,071	564	2,635**	1,984	684	2,668**	2,203	714	2,917**

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* College transfer program initially offered in 1976.

** Compares to 2,093 transfers in 1973 and 2,420 transfers in 1974.

13. TRANSFER STUDENTS FROM NORTH CAROLINA PUBLIC AND PRIVATE SENIOR COLLEGES AND UNIVERSITIES TO COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

Institution	Fall 1975			Fall 1976			Fall 1977		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
Caldwell CC & TI	65	23	88	10	2	12	23	6	29
Central Piedmont CC	138	36	174	19	6	25	12	4	16
Coastal Carolina CC	98	12	110	48	5	53	37	9	46
College of The Albemarle	17	3	20	7	3	10	13	1	14
Craven CC	39	8	47	19	8	27	9	3	12
Davidson Co. CC	48	22	70	53	27	80	17	12	29
Gaston College	133	64	197	91	64	155	51	34	85
Halifax CC*				24	15	39	5	3	8
Isothermal CC	19	10	29	17	11	28	10	7	17
Lenoir CC	79	21	100	47	8	55	19	1	20
Martin CC*				15	3	18	22	5	27
Mitchell CC	6	13	19	14	7	21	14	3	17
Rockingham CC	30	11	41	19	5	24	71	29	100
Sandhills CC	30	21	51	11	7	18	17	5	22
Southeastern CC	24	5	29	17	7	24	36	13	49
Surry CC	7	9	16	6	1	7	3	3	6
Vance-Granville CC*				10	4	14	4	3	7
Wayne CC	34	10	44	23	1	24	9	6	15
Western Piedmont CC	43	29	72	16	2	18	11	2	13
Wilkes CC	45	11	56	11	3	14	6	4	10
TOTAL	855	308	1,163	477	189	666	389	153	542
Out-of-State Transfers			872			478			439
TOTAL College Parallel Transfers			**2,035			1,144			981
Non-College Parallel Transfers				1,583	468	2,051	1,671	502	2,173
GRAND TOTAL						**3,195	2,060	655	**3,154

* College transfer programs initially offered in 1976.

** Compares to 1,[illegible]24 transfers in 1973 and 1,574 transfers in 1974.

14. SUMMARY OF ENROLLMENT DATA*

	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
1. Enrollment (FTE)	59,329	69,579	73,959	78,863	104,864	112,968	106,589	114,858
2. Enrollment (Unduplicated Headcount)	358,014	387,279	431,174	400,220	525,923	534,833	488,604	539,373
3. Geographic origin of students Fall quarter curriculum enrollment								
a. Percent of students from county of institutions	68.6	69.3	69.5	71.5	72.0	73.1	72.2	72.7
b. Percent of students from adjacent counties	22.1	21.3	21.1	19.8	19.2	19.4	20.2	20.3
c. Percent of students from other N.C. counties	7.0	6.7	6.4	5.9	4.9	4.5	4.6	4.2
d. Percent of students from other states	2.3	2.7	3.0	2.9	3.9	3.0	3.0	2.8
4. Enrollment by sex, race, for all programs								
a. White	78.9	78.3	77.0	76.9	76.3	76.0	77.9	76.5
b. Non-white	21.1	21.7	23.0	23.1	23.7	24.0	22.1	23.5
c. Male	50.0	49.6	47.4	50.4	51.0	53.2	49.8	47.2
d. Female	50.0	50.4	52.6	49.6	49.0	46.8	50.2	52.8
5. Community College transfers								
a. Transfer students from community college institutions to N.C. senior colleges and universities								
(1) Public	989	1,326	1,535	1,698	1,947	2,071	1,984	2,203
(2) Private	193	293	395	395	473	564	684	714
Total	1,182	1,619	1,930	2,093	2,420	2,635	2,668	2,917
b. Transfer students from N.C. public and private senior colleges and universities to community college institutions								
(1) College parallel								
(a) Public	578	647	652	640	667	855	477	389
(b) Private	310	249	287	258	286	308	189	153
(2) Non college parallel								
(a) Public							1,583	1,671
(b) Private							468	502
Total	888	896	939	898	953	1,163	2,717	2,715

* Figures for 1965-69 appear in earlier Biennial Reports published by the North Carolina Department of Community Colleges.

C. SPACE UTILIZATION

During the 1976 and 1977 school years the community colleges and technical institutes continued to use their facilities at more than designated capacity.

The North Carolina State Commission on Higher Education Facilities annually conducts and publishes a facilities inventory and utilization study. The published data for 1977-78 shows that the community college institutions have a capacity-enrollment ratio (square feet per clock hour) of 2.68 (1977) and 2.61 (1976) compared with a state-wide higher education average of 4.10 and 4.00 (the lower numbers represent better utilization).

The same study reports the community college institutions have 78 (1977) and 73 (1976) assignable square feet of academic facilities per credit hour FTE compared with a state-wide higher education average of 106 and 102 (the lower numbers represent more utilization and need).

Explanation of Terms

The capacity-enrollment ratio measures the efficiency of use of educational facilities in gross terms. Although it is usually expressed as an abstract number, it could be referred to as square feet per student hour of instruction. It is a significant statistic and one that is used by governmental agencies in considering an institution's request for funds for equipment and buildings.

The capacity-enrollment ratio is obtained by dividing the assignable square feet of instructional and library facilities by the total scheduled student clock hours of instruction. A C/E ratio between 3.00 and 4.00 is considered desirable.

The number of assignable square feet of academic facilities per FTE student has been used by the U.S. Office of Education for several years as a planning factor. It is obtained by dividing the assignable square footage by the number of FTE students (see page 52 for explanation of FTE). The norm is one hundred square feet of academic space per FTE student.

For more detailed information see the 1977 Facilities Inventory and Utilization Study available from the Associate Vice President for Institutional Services, Department of Community Colleges.

TABLE 1
CAPACITY ENROLLMENT RATIO

Institution	ASF of Instructional & Lib. Facilities	Total Student Clock Hours	Capacity/Enrollment Ratio				
			1977	1976	1975	1974	1973
Major Research Universities:							
N.C. State	**1,173,496**	**252,415**	**4.65**	**4.37**	**4.78**	**4.42**	**5.23**
UNC Chap. Hill	**1,131,499**	**255,296**	**4.43**	**4.39**	**4.07**	**3.96**	**3.85**
Health Af.	—	—	—	—	—	—	—
SUBTOTAL	**2,304,945**	**507,711**	**4.54**	**4.38**	**4.41**	**4.18**	**4.50**
Other Doctoral Universities:							
UNC Greensboro	**553,980**	**121,539**	**4.56**	**4.70**	**4.42**	**4.26**	**4.00**
Comprehensive Universities:							
Appalachian SU	**540,321**	**125,309**	**4.31**	**4.23**	**4.03**	**4.05**	**4.71**
E. Carolina U	**638,017**	**161,633**	**3.95**	**3.63**	**3.50**	**3.21**	**3.29**
Health Af.	—	—	—	—	—	—	—
N.C. A&T SU	**332,605**	**86,388**	**3.85**	**3.80**	**4.36**	**5.60**	**5.90**
N.C. Central U	**351,953**	**71,449**	**4.93**	**3.97**	**3.69**	**3.41**	**3.72**
UNC Charlotte	**375,683**	**109,026**	**3.45**	**3.66**	**3.77**	**3.56**	**4.05**
W'n Carolina U	**374,642**	**84,501**	**4.43**	**4.10**	**4.10**	**4.19**	**4.07**
SUBTOTAL	**2,613,221**	**638,306**	**4.09**	**3.83**	**3.86**	**3.87**	**4.16**
Gen. Baccalaureate Universities:							
Elizabeth C. SU	**130,484**	**29,343**	**4.45**	**3.43**	**3.38**	**3.14**	**4.36**
Fayettev'le SU	**148,464**	**26,458**	**5.61**	**4.62**	**3.50**	**4.09**	**3.89**
Pembroke SU	**176,442**	**30,899**	**5.71**	**4.34**	**5.87**	**5.93**	**5.98**
UNC Asheville	**128,562**	**15,776**	**8.15**	**7.99**	**5.72**	**8.83**	**4.90**
UNC Wilmington	**217,031**	**51,366**	**4.23**	**3.60**	**3.78**	**4.31**	**4.21**
Winst.-Salem SU	**136,071**	**42,810**	**3.18**	**3.15**	**3.31**	**3.29**	**3.51**
SUBTOTAL	**937,054**	**196,652**	**4.77**	**4.14**	**4.11**	**4.66**	**4.43**
Specialized Institution:							
NC Sch. of Arts	**90,044**	**13,562**	**6.64**	**4.74**	**3.19**	**5.36**	**3.45**
Community Colleges & Technical Inst.:							
SUBTOTAL	**3,904,245**	**1,455,800**	**2.68**	**2.61**	**2.31**	**2.48**	**2.67**
PRIVATE INSTITUTIONS							
Major Research Universities:							
SUBTOTAL	**1,182,933**	**164,172**	**7.21**	**7.43**	**7.62**	**6.99**	**6.96**
Gen. Baccalaureate Colleges:							
SUBTOTAL	**2,969,896**	**489,537**	**6.07**	**5.85**	**5.99**	**6.01**	**5.83**
Junior Colleges:							
SUBTOTAL	**564,745**	**100,091**	**5.64**	**5.79**	**5.57**	**5.44**	**5.09**
GRAND TOTAL	**15,121,063**	**3,687,370**	**4.10**	**4.00**	**3.85**	**3.99**	**4.15**

CAPACITY ENROLLMENT RATIO (continued)

Institution	ASF of Instructional & Lib. Facilities	Total Student Clock Hours	Capacity/Enrollment Ratio				
			1977	1976	1975	1974	1973
Community Colleges & Technical Inst.:							
Anson TI	29,966	7,947	3.77	2.42	2.16	3.12	2.90
Ashev'le-Bn. TI	93,716	29,986	3.13	3.19	2.98	2.86	3.17
Beaufort Co. TI	37,524	13,790	2.72	2.51	2.10	2.34	3.84
Bladen TI	28,829	9,326	3.09	3.25	2.84	3.88	6.03
Blue Ridge TI	49,169	13,672	3.60	2.89	2.99	2,21	3.11
Caldwell CC&TI	64,178	19,503	3.29	2.88	2.84	1.90	2.81
Cape Fear TI	95,888	28,610	3.35	3.34	2.28	1.87	2.20
Carteret TI	47,588	17,136	2.78	2.95	2.66	2.91	3.91
Catawba Vy. TI	104,693	28,402	3.69	3.01	2.06	2.61	2.71
C. Carolina TI	57,816	22,840	2.53	2.49	2.07	2.29	3.62
C. Piedmont CC	298,523	179,919	1.66	1.50	1.47	1.85	1.63
Cleveland Co. TI	52,801	16,644	3.17	2.82	1.85	2.60	3.11
Coastal Car. CC	77,623	33,151	2.34	2.21	1.65	1.44	1.79
Col. Albemarle	64,014	19,428	3.29	3.58	3.23	3.42	4.15
Craven CC	44,951	19,036	2.36	2.52	2.12	1.62	2.10
Davidson Co. CC	103,406	35,318	2.93	2.36	2.28	2.53	2.66
Durham TI	65,860	43,686	1.51	1.20	1.59	1.98	1.89
Edgecombe TI	56,566	14,449	3.91	5.58	4.20	3.77	4.15
Fayettev'le TI	147,085	81,801	1.80	1.62	1.93	1.63	2.06
Forsyth TI	135,820	43,020	3.16	3.20	2.86	3.25	2.94
Gaston Col.	114,684	39,480	2.90	2.65	2.12	2.92	3.00
Guilford TI	144,373	57,565	2.51	2.60	2.27	1.98	2.42
Halifax CC	54,121	19,992	2.71	2.22	2.34	2.91	1.67
Haywood TI	54,244	22,749	2.38	2.35	2.31	2.47	1.78
Isothermal CC	54,184	18,984	2.85	3.25	2.86	3.93	4.35
J. Sprunt I.	41,590	13,756	3.02	3.34	3.17	2.89	3.54
Johnston TI	42,994	13,239	3.25	2.96	2.46	2.91	3.95
Lenoir CC	104,259	35,926	2.90	2.40	2.21	2.12	2.22
Martin CC	83,924	12,549	6.69	5.28	4.87	5.00	5.27
Mayland TI	26,774	13,625	1.97	2.31	1.71	2.21	2.61
McDowell TI	38,523	8,554	4.50	3.94	3.11	2.62	4.55
Mitchell CC	75,829	18,309	4.14	3.04	3.09	2.67	2.72
Montgomery TI	27,455	8,064	3.40	4.68	6.85	7.94	8.68
Nash TI	48,843	13,679	3.57	3.32	2.90	2.63	2.63
Pamlico TI	20,400	3,549	5.75	5.89	3.38	3.77	4.29
Piedmont TI	52,869	8,898	5.94	4.57	3.26	3.22	5.76
Pitt TI	54,098	32,981	1.64	1.96	2.07	2.52	2.92
Randolph TI	45,456	15,941	2.85	3.02	2.69	2.83	2.84
Richmond TI	59,964	20,377	2.94	3.43	2.42	2.67	2.97
Roanoke-Cho. TI	41,191	13,085	3.15	4.03	3.49	2.62	2.81
Robeson TI	65,526	24,867	2.64	2.84	1.70	2.28	3.56
Rockingham CC	104,873	24,327	4.31	3.89	4.09	4.63	4.33

CAPACITY ENROLLMENT RATIO (continued)

Institution	ASF of Instructional & Lib. Facilities	Total Student Clock Hours	Capacity/Enrollment Ratio				
			1977	1976	1975	1974	1973
Rowan TI	102,191	28,028	3.65	4.39	2.00	2.27	2.30
Sampson TI	33,349	15,108	2.21	1.74	1.48	2.24	3.04
Sandhills CC	64,200	28,317	2.27	2.27	1.77	1.85	2.00
Southeastern CC	84,037	29,603	2.84	2.80	2.44	2.80	2.90
Southwestern TI	39,576	15,821	2.50	2.54	2.24	2.40	2.29
Stanly TI	25,943	11,241	2.31	2.90	4.81	5.60	6.67
Surry CC	72,717	21,494	3.38	3.63	3.76	2.82	1.94
TI Alamance	55,611	28,065	1.98	2.08	1.84	2.28	2.57
Tri-County TI	38,378	13,829	2.78	3.20	2.62	2.59	2.85
Vance-Granv'le CC	37,416	17,241	2.17	2.64	1.38	1.49	2.17
Wake TI	76,796	29,611	2.59	2.90	2.43	2.66	2.66
Wayne CC	91,485	44,681	2.05	2.17	2.04	2.36	1.95
W. Piedmont CC	54,199	19,479	2.78	2.45	2.07	2.61	2.70
Wilkes CC	58,584	16,945	3.46	3.04	2.73	3.30	4.16
Wilson Co. TI	57,573	18,183	3.17	3.31	2.54	2.78	3.39
TOTAL	3,904,245	1,455,800	2.68	2.61	2.31	2.48	2.67

TABLE 2
ASSIGNABLE SQUARE FEET OF ACADEMIC FACILITIES PER FTE STUDENT

Institution	ASF of Academic Facilities	Total FTE Enrollment	ASF of Academic Facilities Per FTE Student				
			1977	1976	1975	1974	1973
Major Research Universities:							
N.C. State	2,120,279	15,400	138	142	131	124	165
UNC Chap. Hill	1,845,867	15,744	117	111	94	98	97
Health Af.	914,832	2,837	322	330	399	216	286
SUBTOTAL*	3,966,146	31,144	127	126	112	110	127
Other Doctoral Universities:							
UNC Greensboro	768,544	8,396	92	95	96	98	92
Comprehensive Universities:							
Appalachian SU	776,635	8,386	93	92	82	82	88
E. Carolina U	923,949	9,941	93	88	86	81	86
Health Af.	39,902	969	41	37	28	53	61
N.C. A&T SU	556,078	4,959	112	110	118	138	137
N.C. Central U	445,194	4,464	100	81	71	76	85
UNC Charlotte	478,756	7,016	68	74	74	74	79
W'n Carolina U	559,020	5,479	102	95	93	100	93
SUBTOTAL*	3,739,632	40,245	93	90	87	89	93
Gen. Baccalaureate Universities:							
Elizabeth C. SU	165,394	1,541	107	83	83	110	123
Fayetfev'l SU	200,642	2,096	96	106	81	84	89
Pembroke SU	226,112	2,154	105	107	99	113	110
UNC Asheville	167,236	1,268	132	136	144	146	140
UNC Wilmington	270,380	3,145	86	76	74	85	81
Winst.-Salem SU	184,454	2,007	92	83	78	80	87
SUBTOTAL	1,214,218	12,211	99	95	89	97	100
Specialized Institution:							
NC Sch. of Arts*	102,377	427	240	265	232	227	195
Community Colleges & Technical Inst.:							
SUBTOTAL	4,761,456	60,818	78	73	59	73	80
PRIVATE INSTITUTIONS							
Major Research Universities:							
SUBTOTAL*	2,162,058	13,515	160	148	152	153	149
Gen. Baccalaureate Colleges:							
SUBTOTAL	3,865,766	30,056	129	128	130	132	126
Junior Colleges:							
SUBTOTAL	718,466	4,893	147	139	137	136	129
GRAND TOTAL*	21,298,663	201,705	106	102	94	102	107

* Medical schools are excluded from all totals. High school students at N. C. School of the Arts are excluded.

ASSIGNABLE SQUARE FEET (continued)

Institution	ASF of Academic Facilities	Total FTE Enrollment	ASF of Academic Facilities Per FTE Student				
			1977	1976	1975	1974	1973
Community Colleges & Technical Inst.:							
Anson TI	34,402	402	86	52	39	66	103
Ashev'le-Bun TI	121,405	1,211	100	105	92	97	105
Beaufort Co. TI	45,351	600	76	66	54	77	104
Bladen TI	38,474	399	96	109	77	182	299
Blue Ridge TI	66,356	453	146	101	104	112	114
Caldwell CC&TI	81,356	862	94	89	73	60	71
Cape Fear TI	127,557	1,059	120	130	76	69	79
Carteret TI	71,351	681	105	96	86	79	125
Catawba Vy. TI	114,739	1,360	84	68	42	58	70
C. Carolina TI	70,290	1,211	58	56	45	61	97
C. Piedmont CC	359,852	7,246	50	48	37	49	44
Cleveland Co. TI	60,069	1,042	58	45	35	48	67
Coastal Car. CC	102,432	1,453	70	58	39	39	45
Col. Albemarle	75,019	739	102	97	86	100	113
Craven CC	50,977	890	57	60	53	[illegible]	61
Davidson Co. CC	120,942	1,637	74	59	53	64	76
Durham TI	78,277	1,897	41	32	34	49	54
Edgecombe TI	64,423	701	92	86	105	99	109
Fayettev'le TI	180,259	3,385	53	53	44	59	56
Forsyth TI	150,789	1,712	88	80	75	98	99
Gaston Col.	130,067	1,940	67	57	50	65	72
Guilford TI	194,098	2,171	89	87	71	77	95
Halifax CC	65,257	778	84	70	62	90	80
Haywood TI	68,940	717	96	92	82	94	107
Isothermal CC	67,729	753	90	81	70	113	135
J. Sprunt I.	49,067	593	83	95	83	95	112
Johnston TI	55,146	581	95	83	63	104	133
Lenoir CC	121,913	1,571	78	67	54	64	64
Martin CC	91,388	487	188	146	107	188	166
Mayland TI	30,641	472	65	52	47	57	74
McDowell TI	45,033	393	115	95	82	63	110
Mitchell CC	85,889	905	95	68	68	70	72
Montgomery TI	32,665	246	133	123	207	293	317
Nash TI	59,794	651	92	80	77	65	60
Pamlico TI	26,019	119	219	283	111	158	197
Piedmont TI	59,223	369	160	127	72	76	168
Pitt TI	63,620	1,037	61	61	56	68	88
Randolph TI	50,158	566	89	94	76	93	87
Richmond TI	69,567	875	80	79	57	77	92
Roanoke-Cho. TI	49,089	525	94	105	96	89	88
Robeson TI	84,162	983	86	83	51	80	132
Rockingham CC	124,432	1,043	119	111	102	122	122

ASSIGNABLE SQUARE FEET (continued)

Institution	ASF of Academic Facilities	Total FTE Enrollment	ASF of Academic Facilities Per FTE Student				
			1977	1976	1975	1974	1973
Rowan TI	124,238	1,357	92	105	40	53	73
Sampson TI	54,675	591	93	68	45	69	95
Sandhills CC	81,635	1,200	68	66	59	70	70
Southeastern CC	93,983	1,110	85	65	58	77	92
Southwestern TI	46,692	584	80	61	62	64	78
Stanly TI	46,213	505	92	104	104	142	206
Surry CC	86,670	974	89	91	92	71	70
TI Alamance	68,562	1,107	62	57	45	63	66
Tri-County TI	42,700	372	115	102	68	78	80
Vance-Granv'le CC	47,343	881	54	62	41	62	76
Wake TI	100,886	1,143	88	97	83	99	90
Wayne CC	109,543	1,835	60	64	56	78	71
W. Piedmont CC	70,828	926	76	60	50	66	73
Wilkes CC	71,695	779	92	83	69	102	103
Wilson Co. TI	77,576	740	105	92	83	114	129
TOTAL	4,761,456	60,818	78	73	59	73	80

V. PLANNING

A. BIENNIAL PROGRAM PLAN

The Department of Community Colleges' *Program Plan for the 1977-79 Biennium* was developed in response to guidelines issued by the North Carolina Department of Administration. The purpose of requiring such program plans from the various state agencies were cited as follows:

- *Identify the direction in which agency intends to lead.*
- *Shape programming and budgeting decisions to pursue these directions.*
- *Communicate the value and impact of the services now provided by a department.*
- *Justify any additional resources an agency hopes to receive in the next biennium.*
- *Generate information which the executive and legislative branches can use to monitor agency activities during the 1977-79 period and beyond.*

The 1977-79 *Program Plan* contains two pervasive goals upon which all budget priorities are based: (1) to provide comprehensive education for all North Carolina adults who can benefit from participation in technical institute and community college programs and (2) to improve quality of educational programs and services.

Twenty-one priorities for the 1977-79 biennium were developed by the Community College Advisory Council and recommended to the State Board of Education. The priorities were based on responses to a questionnaire sent to trustees, presidents, officers of the Student Government Association, and other educational groups, as well as to lay citizens, governmental officials and representatives of other elementary, secondary, and postsecondary education sectors on the Community College Advisory Council. The highest priorities identified concern the needs for funding at 100 percent of the values generated by State Board of Education formulas, increased faculty members at a 22:1 student-faculty ratio, a cost-of-living salary increase, money for additional educational facilities and equipment and funds to support additional enrollment growth.

The State Board of Education develops policies and regulations to distribute equitably state and federal funds to the institutions, and to provide comprehensive educational programs and services for North Carolina adult citizens. The Department of Community Colleges, under the direction of the state president, provides leadership and services to enable the community college system to achieve its goals and objectives.

Other highlights of the 1977-79 *Program Plan* call for improvements in adult literacy training, better service to industry, and legislative appropriations to match federal work-study funds to help defray student expenses.

B. LONG-RANGE PLANNING

Several formal planning efforts have been undertaken by the Department of Community Colleges in recent years. A state-wide plan was published in 1970, entitled *Planning for the North Carolina Community College System*. This plan defined the goals of the system in terms of the existing legal base as well as the existing philosophy of the State Board of Education. It further defined the educational role the system should play in the state's economy based on the available data. This plan did not, however, clearly define institutional roles in the educational process, nor did it provide sufficient data for local institutional planning.

In 1971 a research project was established at Forsyth Technical Institute. The primary purpose of this project was to develop procedures for local data collection and planning. This project, The Occupational Information Center, developed procedures which could be used by all institutions to determine future aspirations of area high school students, present as well as projected training needs in the local economy, and the status of graduates and early leavers from the institution. The developed procedures were published in 1973 in *Manpower Information Manual*, a manual for local planning.

A concurrent project was conducted at Lenoir Community College which developed computer programs for the systems developed at Forsyth. These programs are contained in the publication, *Computer Services Systems Development to Coordinate Manpower Needs with Occupational Training Programs.*

A project was funded at the state level for the dissemination of the developed planning procedures in July, 1973. The purpose of this project was to assist institutions in data collection and long-range plan-

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ning and to make available to institutions the systems which had been developed. Computer assistance to the institutions was made available from the state office. From this project resulted better data management and a reduced amount of staff time required for planning.

At the recommendation of the state president, the State Board of Education adopted a local institutional planning policy in August of 1973. This policy stated that all institutions were to complete program and facility plans by June 30, 1974. This policy has recently been revised and requires that the plans be kept current by local institutions.

In May of 1975, the Research Triangle Institute completed a study under contract and supervision of the Department of Community Colleges. This five-volume study defines the educational services the community college system must provide to bring the state's population up to the national level of educational attainment on an occupation by occupation basis. These planning studies are closely aligned with studies related to total economic development of the state.

Presently, the North Carolina Association of Public Community College Presidents and the Department of Community Colleges are studying local and state planning procedures. The primary purpose of this study is to develop a common format for planning which will increase the data flow both from the local institution to the state office, and from the state to the local institution.

Planning involves both the development of a product and a process. The product of planning is intended not to inhibit the process. The planning process is designed to be data based, participative, continuous, and systematic. The desired product and process have a dynamic quality. The North Carolina Department of Community Colleges attempts to characterize its planning activities in this fashion.

In December of 1975, the State Board of Education authorized the appointment of the Community College Study Commission to develop a blueprint for the future. The report of the Commission is summarized in Section C below.

C. THE COMMISSION ON GOALS FOR THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

In December, 1975, the State Board of Education authorized the appointment of the Community College Study Commission to develop a blueprint for the future of the community college system. That commission completed its work in March, 1977 and published a report entitled *Total Education: The Duty of the State.* The commission identified six broad goals to receive major emphasis during the next five years. These goals follow:

1. To accelerate North Carolina's economic growth and development through a dynamic, responsive, relevant, and comprehensive labor training program.
2. To make education accessible to all North Carolina adults regardless of age, sex, socioeconomic status, or ethnic background.
3. To eliminate illiteracy among the adult population of North Carolina.
4. To enhance the development of effective citizenship skills among the state's adult population.
5. To promote and aid in the development of a cultural renaissance among the adult population of North Carolina.
6. To achieve excellence in the effective and efficient use of all human and material resources available to the North Carolina Community College System.

D. LIAISON COMMITTEE

A Liaison Committee between the community college system and the University of North Carolina has been formed to consider long-range planning and related matters. Such a relationship is called for by G.S. 116-11(1). The president of the University of North Carolina appoints four members, and the state president of the Department of Community Colleges appoints four members. Half the members from each sector are chief executive officers of institutions, and half are central office staff members.

The eight members of the Liaison Committee have been appointed to a joint advisory committee, along with four presidents of private colleges and universities. The joint advisory committee discusses matters of concern to all three sectors of postsecondary education.

E. CIVIL RIGHTS PLAN

The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems, *Phase II: 1978-1983*, adopted by the State Board of Education and filed with the Office of Civil Rights by Governor James B. Hunt, Jr., was approved by the U. S. Department of Health, Education, and Welfare on February 2, 1978.

The broad objective of the *State Plan* is "to insure that the public system of post-secondary education in North Carolina is operated in compliance with the requirements of Title VI of the Civil Rights Act of 1964." Subordinate objectives follow:

1) to increase the percentage of black students in public post-secondary education institutions;
2) to insure that the quality of educational opportunities are equal for all citizens;
3) to encourage further integration of the student population;
4) to promote greater representation of races on governing boards, faculty, and staff.

To assist in the attainment of these objectives, there are 37 commitments categorized into four areas: governing boards, faculty and staff, student personnel, and general. Annual reports are submitted to the Office for Civil Rights, Department of Health, Education, and Welfare, Atlanta, Georgia and Washington, D. C. on August 15 each year.

The component within the state office responsible for collecting, organizing and reporting information to OCR/HEW is the Office of Policy Development. There are four staff members and two support staff members employed to carry out the activities of this division. The state office is organized and staffed to assist institutions in their compliance with the commitments. In addition, the state office serves as liaison for institutions with the Office for Civil Rights and other agencies that provide information and guidance.

There is a Civil Rights Monitoring Committee which has been organized and is composed of four members appointed by the state president of the community college system, four members appointed by the president of the state university system, and nine members appointed by the Governor of North Carolina. This committee meets at least once a year with subsequent meetings scheduled as needed. The Civil Rights Monitoring Committee was established effective July 1, 1974, to monitor civil rights activities and report annually to OCR/HEW in Atlanta.

Another area of concern is that of affirmative action programs. The efforts of these programs focus primarily on developing a wide variety of resources for use by the system and on providing technical assistance to the institutions in the development and implementation of individual plans. Institutional affirmative action plans serve as "blueprints" to assess the effects, if any, of possible past discrimination in the recruitment and employment of personnel and/or in the admission and treatment of students and subsequently to outline the steps necessary to remedy those effects.

VI. INSTITUTIONAL REPORTS

ANSON TECHNICAL INSTITUTE
Post Office Box 68
Ansonville, North Carolina 28007

The biennium of 1976-78 was filled with accomplishments for Anson Technical Institute.

Dedication of the Polkton Branch of Anson Technical Institute was held on October 15, 1977. This facility provides an additional 25,000 square feet for the college and is being used for business education programs, graphic arts, heating, ventilating, and air-conditioning courses, library and college center. The building has been named the Linn D. Garibaldi Building in honor of the chairman of the college's board of trustees.

Accreditation teams from the Southern Association of Colleges and Schools and the State Board of Education visited the college and evaluated the programs, facilities, faculty, and administration. Favorable reports by both evaluating committees resulted in Anson Technical Institute's accreditation by the Southern Association of Colleges and Schools in December, 1977, and the State Board of Education in April, 1978.

In the fall of 1971 Anson Technical Institute had five curricular programs. Two new curricular programs, teacher associate and social service aid, were added during the 1976-78 biennium. With the addition of these two programs the institution now offers 29 curricular programs, an increase of 580 percent since 1971.

A project of special significance is Anson's carpentry program for women. Funded in part by a federal grant, the program is designed to prepare the participants as carpentry helpers. Upon successful completion of the program, participants will be adept at blueprint reading, site preparation, framing, roof finish, exterior and interior finish. Public response to the program has been overwhelmingly favorable.

The assistant dean of students has designed a short study, voluntary skills course. This voluntary course, taught by the counselors, was designed to help reduce student attrition. Also, final plans have been developed for a career and testing center which will be located on the Polkton campus. The opening of this center will greatly increase the likelihood that students will succeed in the curriculum they enter and that student attrition will decrease.

Faculty-staff development continues to receive top priority. Seven members of Anson Technical Institute's faculty and staff earned advanced degrees during the 1976-78 biennium. Twelve members of the college's faculty and staff are currently enrolled in professional development courses at four different universities. The college encourages also faculty-staff membership in professional organizations, attendance at professional meetings and workshops relevant to their areas of responsibility.

ASHEVILLE-BUNCOMBE TECHNICAL INSTITUTE
340 Victoria Road
Asheville, North Carolina 28801

The growth pattern for Asheville-Buncombe Technical Institute continued upward during the 1976-78 biennium. Student enrollment increased, although not as rapidly as in prior years. The classes graduating during the two-year period were the largest in the history of the institute. The class of 1976 consisted of 388 students, and in 1977 420 graduates received degrees or diplomas. In addition, 494 persons completed the requirements during 1977.

Construction of a learning resources center was started in 1976, and the building was occupied in September, 1977. This construction provided adequate facilities for the library, audiovisual aid development, and other functions. Also, the previous library area was remodeled into much needed classroom and office space.

Funding from the Economic Development Administration for construction of a skills center was granted in 1977, and construction was started late in the year. The building is expected to be available for occupancy by winter quarter, 1978.

During 1977 the board of trustees approved construction of a multistory engineering technology complex. The design development phase of this project is virtually complete, and it is expected that bids will be awarded by late summer, 1978. This building will be constructed entirely with local funds.

The severe winter of 1976-77 coupled with the fuel shortage persuaded the board of trustees to approve an alternate heating system for those buildings entirely dependent on natural gas. Installation of this alternate system has been completed.

Graduates of the institute's curricular programs are in demand by business and industry. The great majority of graduates have found employment in their areas of training, and in some instances, demand exceeded the available supply.

Despite cutbacks in position allocations and reduced state funding in certain areas, the institute was not forced to terminate any employees; however, it has not been possible to fill some vacant positions resulting from resignations and retirements.

BEAUFORT COUNTY TECHNICAL INSTITUTE
Post Office Box 1069
Washington, North Carolina 27889

Beaufort County Technical Institute continues to reach all segments of the population of its service area with the socioeconomic characteristics of the student body mirroring that of Beaufort, Hyde, Tyrrell, and Washington counties.

Although growth in enrollment has leveled off, fall enrollment, 1977-78 showed a seven percent increase, mostly in vocational programs over fall, 1976.

Evening program enrollment has shown an increase, which has demanded an increased response in services to students. A full-time evening director has been employed, library hours have been extended, additional counseling services have been added, and the bookstore and business office hours have been extended.

The successful bond referendum in 1976 gave new direction and dimension to Beaufort Tech's construction program. During the biennium, the construction of two new buildings nearly doubled the square feet of classroom space. Construction of a third building, a learning resources center, will bring the usable space available on campus to 109,345 square feet.

A comprehensive, institutional self-study for reaffirmation of accreditation has been completed during the two years. The state team has made its visit, and a visit from the Southern Association of Colleges and Schools is scheduled for late spring, 1978. Reaffirmation of accreditation for several individual programs has been accomplished.

Revision of policies has played a role during the biennium. An affirmative action plan was developed, adopted, and has been in use for over a year. Employment policies and procedures were revised. Plans for compliance with the Handicapped Law, Section 504 and Title IX of the Sex Discrimination Act have been completed.

A feasibility study for community college status has been launched and is well under way.

Three new curricula have been implemented in industrial management, light construction, and agricultural science. Remediation in off-campus learning experiences such as internships, practicums, and cooperative education continues to be an important aspect of the total program. Efforts for special projects have netted over one million dollars in federal monies.

BLADEN TECHNICAL INSTITUTE
Post Office Box 266
Dublin, North Carolina 28332

In the biennium of 1976-78 Bladen Technical Institute has experienced continuous and healthy growth, and faces a strong and productive future. Enrollment increases have been gradual and healthy, from 633 to 740 FTE, or approximately 15 percent. An increase in programs of radio/telelvision servicing, plus the anticipated introduction of welding, carpentry and masonry as full-time curricula will better serve citizens. The addition of three major buildings, a learning resources center, an administration building, and a multi-purpose facility complete with full stage, seating for over 1,000 people, and an athletic area, has freed space for faculty offices, classrooms, and laboratories.

An effort is being made to bring all buildings up to new standards for handicapped persons and to meet requirements for energy conservation. Bladen Technical Institute has continued also to serve the agencies of Bladen County through live projects in construction and maintenance and repairs. These services are appreciated, as evidenced by the steady increase in financial support from the county, which has gone from less than $15,000 per annum to over $100,000 in current expense. Land owned by the school has grown from less than 10 acres to over 45 acres. Comparable gains have occurred in covered space, number of faculty members, administrative staff, and the maintenance-custodial complement.

Student activities have significantly expanded. Dressing facilities for outdoor sports, an improved softball team, a concrete play surface, picnic tables, and outdoor lighting, together with plans for a larger student lounge have given greater flexibility in serving students and the public. Joint efforts with the county recreation department, committee for senior citizens, and other local groups, have resulted in more community athletics, musical presentations, theater productions, and training sessions. Space has been provided the highway patrol, volunteer rescue squads, fire departments and other service groups for training, demonstrations and meetings. Frequent requests for meeting rooms are honored. Members of the school's staff and faculty have been active in community affairs, including membership in volunteer service organizations, on boards, local committees, and social and religious bodies.

Plans for the future include establishment of a sheltered workshop unit, expanded prison education, greater emphasis on basic education at off-campus locations, and renewed efforts on human resources development.

BLUE RIDGE TECHNICAL INSTITUTE

Flat Rock, North Carolina 28731

During the 1976-77 and 1977-78 school years, Blue Ridge Technical Institute's development continued at a somewhat slower pace than during the previous biennium. It has been a period of consolidation and expansion of programs rather than of enrollment or facilities.

With the completion in early 1977 of the institute's Health and Family Living Center, space became available for new curricula, including a two-quarter vocational certificate program in geriatric care, a one-quarter vocational certificate program in nurse's assistant, and a four-quarter vocational diploma program in child care, in which students receive their practicums in the institute's child care center for preschool children.

Another addition to the curricular offerings, to be added in the 1978-79 academic year, is a one-year vocational program in home economics which will use special home and family living laboratory classrooms in the new center. Since the facility was opened, these laboratory classrooms have been used extensively by continuing education classes in the home arts, and these classes are expected to continue during available evening hours.

The institute's extensive continuing education programs have proceeded with about one out of every six adults in the service area taking at least one continuing education course each year.

The institute's main campus facility has been used extensively by the community for a variety of local events. During the first part of 1977, the institute in association with the Henderson County Agricultural Extension Service sponsored a four-part forum series on the problems of population growth in Henderson County. This project was funded by the North Carolina Humanities Committee. Numerous local civic groups, such as the Apple Growers Association, the Henderson County Historical Society and the League of Henderson County Property Owners used the institution's facilities, further proving the popularity of the center for community activity.

In the next biennium the institute looks to further growth in its impact in neighboring Transylvania County. In the past year the Transylvania Center began a limited offering of curricular courses in addition to the extensive continuing education programs that have been carried on there since the beginning of the institute.

CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

Post Office Box 600
Lenoir, North Carolina 28645

One of the major institutional goals of Caldwell County Community College and Technical Institute for the past two years has been to update the long-range plan. A special effort has been made to secure ideas from employees, students, institutional committees, business and industrial leaders, the institution's board of trustees, citizens in the service area, and an exhaustive search of the literature. The updated plan is now completed, and steps have been taken to implement it.

Enrollment for the 1976-78 period has shown a general leveling trend, with figures showing 2,361 FTE and an unduplicated headcount of approximately 13,000 for the 1976-77. Enrollment projectsions for 1977-78 are comparable.

Several new programs have been initiated and have shown potential for growth and success. A curriculum in auto body repair is now being offered in both day and evening programs and has been especially successful in placing its students in jobs. A new curriculum in public administration now has a steady enrollment. The institution has also been awarded a $17,952 grant from the Intergovernmental Personnel Act to provide for an increased emphasis on this program.

The Continuing Education Division has developed closer relationships with a number of community agencies in the service area to identify better what programs should be offered. As a result new or additional classes have begun with the departments of social services and health, funeral directors, public school personnel, hospital patients, and increased offerings for older persons.

The Watauga County Commissioners have made available additional facilities for industrial classes offered by this institution in that county. Funds were also allocated to renovate the space into the needed shop areas.

Caldwell began an extensive self-evaluation to assure program accessibility for the handicapped. A checklist of criteria for eliminating physical barriers has been applied to the facilities, general guidelines established, and a timetable drawn for effecting the desired accessibility. Necessary adjustments are under way.

The institute continues to support an active institutional research program. During the last two years, the staff has conducted an alumni study and a high school image survey, maintained a file for long-range planning and for information requests, and has drafted numerous proposals for special projects and grants.

CAPE FEAR TECHNICAL INSTITUTE

411 North Front Street
Wilmington, North Carolina 28401

The Cape Fear Technical Institute, averaging 4,066 FTE yearly through 1976-78, shows a 14 percent increase in FTE over 1974-76 figures. Of the 26 curricular programs offered at CFTI, four were developed since 1975.

Degree and extension programs in criminal justice and diploma offerings in marine-related occupations, boatbuilding, and commercial fishing were added this biennium; the latter three increased the total of marine programs to eight, making it the most diversified marine related college program in the country.

Since 1975, the marine technology program has participated in cooperative pollution study, oil exploration, photographic, and fishing projects with North Carolina State University, the National Oceanic and Atmospheric Administration, the United States Navy and the University of North Carolina-Wilmington Marine Bio-Medical

Laboratory, the Research Triangle Institute, the U.S. Department of Defense and the U.S. Department of the Interior.

CFTI's marine construction class has installed a 27,000 cubic-foot fiberglass diving tank on campus for use as a training area for underwater welding and scuba diving.

The two-year general occupational technology program, initiated for daytime working students, increased from sixty students in 1975 to over six hundred in 1978.

"Status of Women in Education," the institute's 1977 workshop for high school guidance counselors and vocational education instructors, has created a noticeable increase of female students in traditionally male areas of study.

Extension program enrollment for the tri-county area now approaches 15,000 unduplicated headcount.

"Friends of the Library-Learning Resource Center" and "Retired Senior Volunteer Persons" have developed the CFTI "Living Museum," adding historical dimension to the library with furniture and displays of historical import and interest.

Cape Fear completed its 4.8 million-dollar construction project in 1978 with the erection of a seven-story wing housing classrooms, laboratories, library, student activity areas, and lecture auditorium.

CARTERET TECHNICAL INSTITUTE

3505 Arendell Street
Morehead City, North Carolina 28557

During the 1976-78 biennium, enrollment leveled off at Carteret Technical Institute. This allowed the institute to place increased emphasis on quality of instruction, course content, and community service. In the area of instructional quality and course content, the institute adopted the use of behavioral objectives. Efforts to refine procedures for evaluation of instructors are continuing. As an example of emphasis on community service, in January, 1978, Carteret County had the second highest number of certified emergency medical technicians in the state, all of whom were trained at the institute.

CTI has inaugurated three new programs during the biennium: the Adult High School Diploma Program, the cooperative education program, and the medical office assistant program. The Adult High School Diploma Program begun in fall, 1977 and offered in cooperation with the local public schools, was enthusiastically received by the community and has met with considerable success. In the fall of 1976, the institute began operation of a cooperative education program, also well received by both employers and students. The one-year medical office assistant's program was started in the fall, 1977. This program is one of the few offered at night (it takes two years to complete this way). The medical assistant curriculum is being offered in response to the tremendous interest in the graduates of this program by local physicians and health care institutions. Plans are under way to offer this program during the day beginning in the fall of 1978.

In the early spring of 1978, construction began on a multi-purpose outdoor athletic court. Upon completion the court will consist of two regulation size tennis courts and one regulation size basketball court. The court will primarily be used for student-faculty-staff activities and for scheduled classes such as individual and team sports.

CATAWBA VALLEY TECHNICAL INSTITUTE
Hickory, North Carolina 28601

In 1976-77 2,800 degree and diploma students were enrolled at Catawba Valley Technical Institute, 164 fewer than the record enrollment of the previous year. In fall 1977-78, however, the number of students in degree and diploma programs increased by 76, or about four percent.

In addition to the first full year in its new 46,000 square-foot east wing, CVTI witnessed the completion of a new engineering technologies building and a new maintenance warehouse, the expansion of some instructional areas and the remodeling of others, and the planning of new buildings to house student services and environmental sciences programs. The addition of two new buildings brings the total area of campus structures to almost 200,000 square feet.

In mid-1978 CVTI stands ready to move ahead with additional building projects for student services and environmental sciences. The environmental sciences facility, expected to cost approximately $455,000, is in the final phase of drawing with bids anticipated early in summer, 1978. The student services building, projected at a cost of some $350,000, is probably six to eight months away from bidding.

Two new, highly successful programs were implemented at CVTI. A two-year education aide curriculum, providing trained personnel for elementary schools, kindergartens, and day care centers, started with a combined enrollment of 33 students in both day and night classes.

The emergency care physician's assistant program began in December, 1976 with ten students enrolled. This 24-month program prepares individuals to work as assistants to primary physicians in rural and small-town hospital emergency rooms, clinics and other medical facilities.

CVTI is currently in the process of developing and implementing at least four additional career programs, although firm starting dates have not yet been scheduled. In response to Catawba County industries, two new vocational diploma programs were approved by the CVTI Board of Trustees and the North Carolina State Board of Education in welding, and air conditioning and refrigeration servicing. Again, arising from the needs of the Catawba County medical community, additional two-year programs in nursing and emergency medical services have been approved.

The student government again sponsored a number of successful programs, and the "CVT Eye" (student newspaper) won the Columbia Scholastic Press Association's first place award for the third consecutive year. Other active student organizations include the Future Secretaries Association, the AG-Tech Club, the Accounting Club, the CVTI chapter of the Data Processing Management Association, and CVTI's new institutional chapter of the North Carolina Jaycees.

CENTRAL CAROLINA TECHNICAL INSTITUTE

1105 Kelly Drive
Sanford, North Carolina 27330

Institutional long-range plans have emphasized excellence in instruction at Central Carolina Technical Institute. The institute has spent much time in staff development as well as in the development of unique teaching materials that are more directly oriented toward courses.

An addition to the science building is under construction. This area includes a teaching laboratory, an area for laboratory animals, and an area for cats and dogs. Further, this addition will allow for better instruction in the veterinary medical technology program and will make possible the expansion of that program. At the present time architects are working on plans for a continuing education facility and an addition to the learning resource center.

Enrollment enjoyed a steady, moderate growth over the past two years, but at a less dramatic rate than in previous biennia.

The institution has rededicated itself to serving the businesses and industries in its service area. A staff member who is qualified to understand and appreciate their needs is expected to plan a visitation program, and the institution looks forward to an improved relationship with business and industry.

CENTRAL PIEDMONT COMMUNITY COLLEGE

Post Office Box 4009
Charlotte, North Carolina 28204

Climaxing its fifteenth year, Central Piedmont Community College has continued to expand its service to the Charlotte/Mecklenburg area. During fiscal 1976-77 more than 45,000 different individuals were enrolled for one or more courses. This increase was reflected nearly equally between curriculum and extension offerings with the extension enrollments showing a slight relative gain. Also, a 50 percent increase of special credit students parallels the national trend of adults enrolling for classes, especially occupational classes, without committing themselves to specific program objectives.

Central Piedmont continues to provide more services to physically handicapped students as reflected in a 38 percent increase in enrollment of these students over the past year. Acquisition of special equipment to assist blind readers, as well as special FM side-band radio program transmissions to blind and other homebound persons, has assisted in helping this often neglected group of citizens. This college's increasing efforts in the teaching of sign language coupled with the establishment of a sign language laboratory will contribute much to the training of personnel to work with deaf persons. Many deaf students are integrated with hearing students in a variety of classes.

While badly needed facilities for activity classes and fine arts instruction were recently completed, CPCC continues to pursue vigorously its objective of taking instruction into the neighborhoods. Such non-traditional delivery systems as cable and open channel television, conventional radio, FM side band broadcasting, compressed video, and telephone instruction exemplify the college's long-range strategy of minimizing the need for more college buildings while maximizing the convenience to the taxpayer/learner. The "weekend college" is another development which increases facility use and extends service to citizens/students.

CPCC is proud of the accelerated program of articulation with the

Charlotte-Mecklenburg School System involving the placement of a CPCC counselor in each of the ten county high schools, the establishment of a C-MSS Community Classroom office on the college campus, hand-in-hand coordination of the Community Education Program with C-MSS, and the inservice training during the year of more than 1,000 C-MSS teachers, aides, non-certificated employees and others.

CLEVELAND COUNTY TECHNICAL INSTITUTE
137 South Post Road
Shelby, North Carolina 28150

The highlight of Cleveland County Technical Institute's accomplishments over the last two years was the passage of the $5 million bond issue. Consequently architects are developing plans for additional vocational space as well as a campus center to house a learning resource center, classrooms, laboratories, a bookstore, snack bar, and faculty and administrative offices.

Curriculum enrollment totals for fall, 1977, leveled off at 1,214. Continuing education enrollment swelled to 8,700 over the 1977-78 year, an increase of 1,000 over the previous year.

The institution operated in 1977 on a $2 million plus budget from state sources with an additional $189,892 coming from local sources. On the institutional payroll for 1977-78 were 117 full-time personnel and [illegible] part-time personnel. Equipment inventory is figured around $7[illegible]00, and library holdings number 18,500 books plus almost 6,000 additional items of audiovisuals, subscriptions, microfiche, and microfilm.

Student activities are diverse. The former Student Advisory Committee has matured into the present Student Government Association, and its president attends the institution's board of trustee meetings. There are students, also, on campus committees such as the Learning Resource Committee, Due Process, Safety, and Arts and Crafts Fair. Participation in athletics has increased in men's basketball, women's basketball, men's softball, women's volleyball, pool, table tennis, golf, and bowling.

Student organizations at Cleveland Tech include the national honor society, Gamma Beta Phi. The Cleveland chapter participated in the national convention in Atlanta in April, 1978, and is co-host for the 1979 convention. Other organizations at Cleveland Tech include Phi Beta Lambda (national business fraternity) and the Afro-American Club.

COASTAL CAROLINA COMMUNITY COLLEGE
444 Western Boulevard
Jacksonville, North Carolina 28540

The unifying theme behind all the activity at Coastal Carolina Community College is growth, which has phenomenally marked the institution's movement from an industrial education center to a comprehensive community college. Enrollment in the college steadily increased from the years of its inception as an industrial education center until the present, leveling off in the last biennium to approximately 3,000 FTE. The Southern Association of Colleges and Schools granted the institution its initial accreditation in 1972 and reaffirmed accreditation in 1976. New student activities include girls' softball and basketball, student concerts, game room activities, off-campus student activities, a fine arts festival, and a project by the students to assist the Easter Seal Society. An additional offering of new occupational programs is held back only by a shortage of allocated state funds.

Facility expansion has been dramatic during the past biennium. A learning resource/student center complex has been completed. The learning resources center consists of 23,270 square feet, and the student center consists of 13,980 square feet. Currently under construction are two buildings. An allied health-science building consisting of 36,344 square feet is scheduled for completion in January, 1979; an administration building consisting of 11,750 square feet is also scheduled for completion in 1979. A 9,942 square-foot classroom-office building was placed under construction in June, 1978. A nature trail and pavilion have been completed on the Midway Park Nature Center site, and a firing range has been completed on the Bear Creek site.

COLLEGE OF THE ALBEMARLE
Elizabeth City, North Carolina 27909

One of the most significant events of the 1976-78 biennium for College of The Albemarle was the approval of its application for a construction grant of $1,664,356 from the Economic Development Administration for a new technical-vocational building. Matched with other state, county and institutional development funds, the grant will allow COA to build a 69,000 square-foot facility adjacent to the existing technical center on the new campus. The new structure is expected to cost approximately $2.44 million.

The two-story building will provide critically needed space for a library, classrooms, a learning resources center, and administrative offices. It will also house the student center and bookstore, graphic arts and the allied health program laboratories. Additionally it will allow space for new programs in electrical installation and maintenance, light construction, and medical laboratory assistant technology. The occupancy date for the building is currently scheduled for September, 1979.

The overall long-range development plan calls for a third classroom-laboratory building for science and fine arts programs, and the ultimate construction of a new gymnasium. These future projects are contingent upon the satisfactory disposition of properties owned by COA on the Pasquotank River site.

The institution's enrollment appears to be leveling off from the 1975-76 peak of 1,150 curriculum students. The 1977-78 fall figure stood at 1,084. Spring enrollment was 1,008 students, compared with the 1976-77 spring total of 1,023.

Despite the fact that some faculty positions were lost to insufficient budgeting over the past two years, COA has expanded existing programs and added new curricula in the technical and vocational areas. Four new courses in automotive mechanics were added for inmates of the Currituck County Prison unit at Maple. Automotive mechanics was also included as the first diploma program in the evening program. Other new areas of study added during the biennium include nurse's assistant, operating room technician, agricultural science, and accounting technology.

In 1976-77, some 350 continuing education classes in general adult, adult basic education, fire service, hospitality, law enforcement, fisheries, new industries, and emergency medical training were taught. A total of 6,129 students enrolled in these courses.

With 583 students who have received degrees or diplomas over the previous two-year academic span, College of The Albemarle has consistently supplied its associated communities with both talented leaders and skilled employees. It continues to serve the total population of northeastern North Carolina with diverse programs that effectively depict the concept of the comprehensive community college.

CRAVEN COMMUNITY COLLEGE

Post Office Box 885
New Bern, North Carolina 28560

During the 1976-78 biennium, the enrollment at Craven Community College continued to increase at a pace greater than the college's resources. Many curriculum students were denied admission each quarter of the academic year 1976-77 because of insufficient funds to employ instructors.

College facilities are grossly inadequate, creating problems that limit the capacity to meet local educational needs. An updated long-range plan to correct this problem has been developed jointly by the college staff and a committee of the board of trustees. The board adopted the plan July 19, 1977. Efforts are under way to secure the funds needed for new campus facilities. Plans are complete for a new learning resources center. Educational specifications for a science-health occupations building are now being developed by college personnel. A major renovation of the first floor of the administration-classroom building is in the planning stage. This project is to be accomplished upon completion and occupancy of the learning resources center.

Through a special federally funded program, the college has implemented a remedial education program in mathematics and English for curricular students in need of educational improvement. The program is providing a much-needed service for many students who are educationally handicapped.

The primary objective of the college's faculty and staff is to provide a quality educational program. Adequate facilities and operating funds to accomplish the purpose and objectives of Craven Community College continue to be the controlling variables that will influence the future growth and development of the college.

DAVIDSON COUNTY COMMUNITY COLLEGE

Post Office Box 1287
Lexington, North Carolina 27292

Expansion and continued development have been key factors at Davidson County Community College during the 1976-78 biennium.

Construction totalling nearly two million dollars has been completed. The new Dr. Edgar Holton Reich Nursing Education Center was dedicated in October, 1977 and the Grady Edward Love Learning Resources Center was dedicated in April, 1978.

Expansion in the parking facilities, improved campus lighting and landscaping have all added to the functional use and aesthetic beauty of the campus. The construction of a large lighted fountain and a network of walkways have provided a beautiful focal point for student activity and campus life.

During the period the college announced that a Lexington-Raleigh businessman, R. Walker Martin, had arranged for a $100,000 gift to the college. The College Foundation launched an extensive fund-raising drive in four major areas: gifts (restricted or unrestricted), expanded data processing program and equipment, campus fine arts program including the annual "Arts Week", and the college athletic program.

Campus security has also been improved with the installation of a campus-wide electronic security system and the addition of around-the-clock campus police through CETA funding.

The Visiting Artist Program enables the college to expand cultural arts in the community. Artists in dance (ballet and modern) and concert piano have further enhanced the arts in the area. The college sponsored a well-received "Sunday Concerts '78" series using visiting artists from across the state.

The addition of several new programs and course offerings has helped the college better serve the community. The expanded use of advisory committees has provided additional community input.

Using student speakers at graduation and involving them in campus planning and activities have stimulated increased interest and involvement.

Plans are now under way for a new student center to provide expanded services in this important area.

DURHAM TECHNICAL INSTITUTE

Post Office Drawer 11307
Durham, North Carolina 27703

The 1976-78 biennium has been marked by rapid growth and expansion in enrollment, personnel, land, facilities, curricula, and ancillary services. Curriculum enrollment has shown a substantial 24 percent increase over the preceding biennium. Much of the increase can be attributed to an expansive evening program plus the establishment of ten new curricular programs. The full curriculum complement now comprises some thirty vocational-technical programs.

A new 32,400 square-foot classroom building was occupied in 1977 on the main campus, along with a doubling of parking facilities. A recently constructed 20,000 square-foot industrial building, situated on four acres of land located just south of the campus, has been purchased for use as an industrial education building. Building modifications and improvements will be completed in 1978 so that the newly renovated building can be completely occupied. Approximately 66 acres of land have been acquired for possible future use as a branch campus. The new branch campus site lies near the main campus, a portion of which is adjacent to Interstate Highway 40 near the entrance to the Research Triangle Park, and the remaining tract adjoins the new industrial education building site. Altogether the institute campus encompasses approximately 90 acres and 130,000 square feet of floor space.

Among the numerous benchmarks of progress is a movement by the board of trustees to consider seeking community college status. A satellite center is being developed during fiscal year 1978 to offer on-site curricular programs at an area high school. An articulation pilot project is under way between the institute and the county schools, which may lead to new vocational facilities being constructed for the joint use of Durham Technical Institute students and high school students through the combined resources of the institute and the public schools. A computer center has been established at the institute for administrative data processing and for purposes of data acquisition, resource utilization, and development of a management information system. A community video services unit has been created to service both institutional and community needs for audiovisual services in instructional and publicity functions. Other changes include the implementation of a successful affirmative action/equal employment opportunity program, and a center to provide remedial studies in reading for curricular students.

EDGECOMBE TECHNICAL INSTITUTE

Post Office Box 550
Tarboro, North Carolina 27886

Edgecombe Technical Institute has enjoyed continued growth, development, and progress during the 1976-78 biennium. Enrollment has increased over ten percent during this period and the "open door" has continued to widen, with evening program curricular offerings showing dramatic increases in enrollment. Curricular enrollment had grown from 905 in fall, 1976 to 1,007 in fall, 1977. Increases in enrollment produced a total annual FTE average of 1,413 for 1976-77. Approximately 1,400 students (unduplicated headcount) enrolled in curricular programs, and continuing education enrollments exceeded 3,600 during 1976-77.

Edgecombe Technical Institute also successfully met the challenge of fulfilling urgent space and expanded curriculum needs despite fiscal limitations. Highlighting the developments over the biennium was the facility expansion undertaken on the main campus in Tarboro and continued renovation on the Rocky Mount campus. The Rocky Mount campus now contains approximately 55,000 square feet. On the Tarboro campus, construction was completed on a cultural arts building of approximately 27,000 square feet, which houses ten classrooms, an auditorium-lecture area, student center, bookstore, and offices.

Teams from the Southern Association of Colleges and Schools and the North Carolina Department of Community Colleges visited for the purpose of reaffirmation of regional and state accreditation. Initial accreditation was granted in 1972.

FAYETTEVILLE TECHNICAL INSTITUTE

Post Office Box 35236
Fayetteville, North Carolina 28303

The 1976-78 biennium has produced many additions to both Fayetteville Technical Institute's curricular offerings and expansion in its physical facilities.

New curricula offered during this period are in commercial art, food preparation specialist, food service management, recreation associate, and recreation vehicle and equipment repair. The respiratory therapy curriculum has been approved by the State Board of Education and will begin with the 1978 fall quarter. Plans are being made and a study ~~is~~ under way to offer several new curricula during the next biennium.

The total FTE for the 1976-77 academic year was 3850 and increased to a projected 4538 in the 1977-78 academic year.

The Horace Sisk Junior High School facilities located across the street from Fayetteville Technical Institute were purchased by FTI, and renovations are near completion adding 85,000 square feeet of facilities. Included in these facilities are a gymnasium, cafeteria, bookstore, classrooms, shops, and faculty offices.

An addition to Cumberland Hall of 40,000 square feet was completed and now houses the departments of funeral service education, the associate degree nursing and licensed practical nursing departments. It also houses the computer center, an auditorium, classrooms, and faculty offices. The FTI auditorium will seat approximately 300 people and has been an asset in attracting programs for the enjoyment and enrichment of the students, staff, faculty, and interested community members.

FTI has been very fortunate again this year with a visiting artist representing the entire community college system as a "good will ambassador."

FORSYTH TECHNICAL INSTITUTE

2100 Silas Creek Parkway
Winston-Salem, North Carolina 27103

Forsyth Technical Institute completed two new buildings in September of 1977, which increased the facilities by 61,600 square feet. The administration building provides five additional classrooms, ten laboratories, five office complexes for administration and staff, fifteen faculty offices, a board room, a new library complex, an individualized learning center, and a 250 seat auditorium/lecture room with a movable, dividing wall. The new vocational shop building provides space for plumbing, auto body repair, a classroom, and storage areas.

Enrollment figures show that 2,174 full-time students were enrolled in 1976-77 and 2,451 were enrolled in the fall of 1977-78 for an increase of 13 percent. The enrollment pattern for the 1977-78 school year indicates that 474 students were enrolled in one-year vocational programs. The two-year technical curricula enrolled 1,546 students, and 431 were enrolled in special programs. The curriculum student body was 61.4 percent full time, 49.4 percent female, and 25.3 percent minority.

The continuing education program enrolled 12,790 during the 1976-77 school year with a tentative enrollment of 13,800 expected during the 1977-78 school year. These classes use over 60 different teaching locations in the area of Forsyth and Stokes counties.

A new program in industrial management technology began in the 1977 fall quarter. A program in banking and finance was approved by the board of trustees to begin in fall, 1978, following approval by the State Board of Education.

The institute was one of five in the community college system to receive funds for a comprehensive functional literacy education project. Forsyth Tech has a projected enrollment of 2,000 individuals to participate in the project.

Through a grant from the W. K. Kellogg Foundation, special tutoring services are provided for students who display specific learning disabilities. A new course, which began in spring, 1978, is designed to train persons to teach older adolescents and adults who experience learning problems.

The learning laboratory is now known as the Individualized Learning Center. A recent report on the high school equivalency program indicated that 527 people were given the General Educational Development test in 1977, the average age of these students being 27.6.

GASTON COLLEGE
Dallas, North Carolina 28034

The 1976-78 biennium has been one of steady growth for Gaston College in the areas of programs, facilities, and student enrollment.

New programs approved by the Board of Trustees during the 1976-78 biennium were in pre-drama, pre-physical therapy, pre-veterinary medicine, pre-early childhood education, accounting, early childhood associate, secretarial-legal, secretarial-medical, pre-law, broadcasting-radio/television, social services associate, and teaching associate. As a result of the addition of the broadcasting/radio/television and early childhood education programs, an F.M. radio station and a child-care training center were established. A weekend college was also established and operated for four quarters. The average enrollment was 300 students, and approximately 75 courses were offered in both credit and continuing education programs.

The Myers College Center, completed in May, 1977, consists of 60,000 square feet and includes a teaching auditorium, a student center, bookstore, food service operation, classrooms and offices. This facility is used by the entire community. The Garrison Center (an extension in downtown Gastonia), the administration building, and the classroom building underwent renovation.

Enrollment continued to increase during the 1976-78 biennium. During the fall quarter of 1976, a total of 5,151 students were enrolled, as compared to a total enrollment of 6,813 for the fall quarter of 1977.

The number of full-time faculty and staff members grew from 177 to 206 during the 1976-78 period, and the number of part-time faculty and staff members shows an increase of 76 during the biennium.

The opening of the Myers College Center played a significant part in the increased number of student activities. The Drama Department presented several outstanding drama productions, and many community service activities have been sponsored by the students, such as a dance-a-thon for muscular dystrophy in which $1,700 was raised, the bloodmobile, free blood pressure stations, and voter registration for county citizens.

The college received a reaffirmation of accreditation by the Southern Association of Colleges and Schools. The following programs in the technical division were reaccredited by the Engineers' Council for Professional Development: Industrial Engineering Technology, Electronics Engineering Technology, and Electrical Engineering Technology.

Continued emphasis is placed on the quality of instruction at Gaston College as the college strives to meet the educational needs of the communities it serves. This is evidenced by the plans for a new learning resources center facility during the next biennium.

GUILFORD TECHNICAL INSTITUTE
Jamestown, North Carolina 27282

Continuation of the campus building program, the addition of two curricular programs, the beginning of a live construction project by students in building-related studies, and expanded emphasis on a public awareness program are among the many accomplishments recorded by Guilford Technical Institute during the biennium.

A two-story, 25,000 square-foot health careers building and an 11-room president's home were completed on the Jamestown campus in 1976, while contracts were let for an 18,000 square-foot classroom-laboratory building scheduled for completion by fall quarter, 1978.

Budget FTE during the biennium increased from 4,395 (fall quarter, 1976) to 4,829 (fall quarter, 1977), a growth of 9.9 percent. During this period, studies in marketing and retailing and teaching associate (reading option) were added to the curriculum, and approval was received to offer nurse education options (career ladder concept) beginning with fall quarter, 1978. The latter replaces separate one- and two-year nursing programs.

A non-profit corporation was formed in 1977 to administer the construction of a 1,502 square-foot energy efficient house by students from programs in carpentry and cabinetmaking, electrical installation and maintenance, heating and air conditioning, welding, archtectural technology, interior design, and civil engineering technology. The project is scheduled for completion in July, 1978.

In keeping with the institute's public awareness efforts, an annual spring festival/open house was conducted in each of the last two years. Between 5,000 and 7,000 people visited the campus each year in response to this event. GTI has also participated in the Visiting Artist Program during the biennium.

Articulation with institutions of secondary, post-secondary, and higher education has been stressed, and meetings have been hosted on campus with the University of North Carolina president and chancellors, and presidents of public and private colleges and universities. Regularly scheduled college days and campus visits by high school students have been maintained. Graduate students representing A&T State University, UNC-G, UNC-CH, N.C. State University, Appalachian State University, and Western Carolina University have visited and observed at GTI as a part of their course work.

HALIFAX COMMUNITY COLLEGE
Post Office Drawer 809
Weldon, North Carolina 27890

New name, new facilities, new programs, growing enrollment, establishment of the Halifax Community College Foundation—these accomplishments played a major role in the growth of Halifax Community College during the 1976-78 biennium.

Under the dedicated leadership of its board of trustees, Halifax Community College became a comprehensive institution when its doors were opened to college transfer students in the fall of 1976. Enrollments have continued to climb and during fall quarter, 1977, for the first time, curriculum FTE exceeded 1,000. New programs in masonry, medical technology, and the implementation of a comprehensive developmental education program have highlighted the effort of the college to provide quality instruction. The consortium approach with the nursing program has continued with the joint efforts of Edgecombe, Nash and Wilson Technical Institutes.

The highlight of the 1976-78 period perhaps was the move to the new facility in the spring, 1977. The new $2.2 million campus encompasses a building of 72,000 square feet of floor space and enhances the ability of the college to attract students. Already the new structure is filled and four mobile units are being used to house classrooms. Plans are currently being developed to provide additional classrooms, laboratories, and shop space as soon as funds can be secured.

In an effort to meet more efficiently the needs of students, Halifax Community College has expanded opportunities for serving these needs. Such additional services include greater emphasis on career information, evening counselors, and a special services program for students with drop-out potential and those requiring tutorial assistance. Adult education students have also received special attention in terms of better development of course outlines, teaching plans, and the use of better teaching equipment and facilities. There is a growing awareness of continuing education among adults in the area.

As Halifax Community College developed, its leadership began planning a foundation that would be an asset in furthering the progress of the college in its effort to serve. Application was made to the office of the Secretary of State, and the Halifax Community College Foundation was chartered on June 21, 1976. The Foundation continues to provide services not ordinarily covered by appropriations.

Halifax Community College continues to receive full support from its board of trustees, the Halifax County Commissioners, and from the clientele it serves.

HAYWOOD TECHNICAL INSTITUTE

Post Office Box 457
Clyde North Carolina 28721

During the past two years Haywood Technical Institute has had the opportunity to work toward developing and improving the quality of its total educational offering. Like some other institutions in the community college system, the rapid period of growth in enrollment of the preceding biennium has stabilized, allowing the faculty and staff to concentrate on more total educational development.

On July 1, 1977, Joseph H. Nanney became the new president of HTI, replacing M. C. Nix, who retired as the founding president. Prior to coming to HTI, Nanney served as president of Richmond Technical Institute.

Three additional majors in the production crafts curriculum have been implemented as renovations have been completed in the crafts building. In addition to pottery other majors in this program include weaving, jewelry, and woodworking. The objectives of the production crafts curriculum are to produce craftspersons with design sensitivity, technical competency in their chosen medium, and the practical business skills necessary for earning a living. This emphasis on preparing a craftsperson who has the business knowledge to earn a living makes this program unique among traditional crafts programs.

HTI now has a comprehensive educational program with a total of twenty-two curricula; nine are technical and thirteen are vocational. This includes, in addition to the unique production crafts curriculum, the only comprehensive sawmill trades program offered by an educational institution in the United States. Because of its uniqueness and importance to the sawmill industry in the United States, a special allocation by the General Assembly was made during the biennium to this program for the purchase of equipment to enable the program to retain its relevancy to industry needs.

Nearing completion is a 3,752 square-foot greenhouse and a 2,408 square-foot headhouse which will house horticulture laboratory space, office space for instructors, and living accommodations for a full-time caretaker.

Having received its initial accreditation by the Southern Association of Colleges and Schools and the North Carolina State Board of Education in 1973, HTI initiated a self-study in summer, 1976. Upon completion of the self-study process and a visit from a state committee in January, 1978, HTI received its notification of reaffirmation of accreditation in April, 1978 by the North Carolina State Board of Education. In that same month the SACS visiting committee was on campus, and HTI expects to be reaccredited by this agency at its annual meeting in December, 1978.

For the first time, HTI participated in the Visiting Artist Program. A classicial guitarist and lutanist has served as the first artist, and the program has had a very positive impact on the community.

During the biennium, over 550 students have successfully completed curricular programs, and the majority of these are employed in positions directly related to their training. Also, more than 300 persons successfully completed the requirements for their high school equivalency certificates.

Ever cognizant of the need to improve and grow in their professional field, the entire faculty and staff is participating in a comprehensive staff development program.

With impetus from the new president, and a dedicated and concerned board of trustees, faculty and staff, HIT looks to the future with optimism as it seeks to reach fully its purposes and objectives of providing educational and training programs to the citizens it serves.

ISOTHERMAL COMMUNITY COLLEGE
Post Office Box 804
Spindale, North Carolina 28160

A $2 million physical education plant and student center is scheduled to be completed at Isothermal Community College by the end of July, 1978. This project should complete the major construction plans for the college. Total value of the 110-acre campus and buildings is now estimated at $5.5 million.

Four new programs have been added to the curriculum in human services technology, light construction, teacher associate, and cosmetology. A developmental studies program has been submitted by a faculty study group, and plans are to begin a program in fall, 1978. The college received a cooperative education grant in September, 1977, and will accept cooperative education students in fall, 1978. The first year of the grant was used to plan and develop the program. The Business Division is in the final stages of developing a word processing program which will become a part of the secretarial curriculum. A cosmetology laboratory is included in the new building program. Until this year, Isothermal had contracted its cosmetology program. In the vocational area, specialized courses which allow students to concentrate in different areas have been added to the automotive mechanics program.

For the past two years, enrollment has averaged just over 1,000, which includes an average of about 75 students on the Polk County campus in Tryon.

Programs in the area of fine arts continue to receive attention at ICC. Exhibits and cultural programs are continually made available without cost to students and community.

Isothermal President Fred J. Eason announced his retirement effective June 30, 1978. The Trustees named a screening committee which recommended Dr. Ben E. Fountain, Jr., State President of the North Carolina Community College System, as successor.

JAMES SPRUNT INSTITUTE

Post Office Box 398
Kenansville, North Carolina 28349

The new vocational/technical building nears completion at James Sprunt Institute. The 30,000 square-foot, $900,000 building should be ready for occupancy by fall quarter, 1978. Upon completion total square footage of all facilities will be 109,000. An additional paved and lighted parking area for 150 cars is scheduled.

The average annual FTE for 1975-76 was 1,075; 1976-77 saw a drop in enrollment to 927 FTE, but fall quarter, 1977, saw a record enrollment with a 32 percent increase over previous enrollment. Much of this success is attributable to a pre-fall quarter, county-wide survey and recruitment program conducted by the faculty and staff.

An articulation project, jointly sponsored between James Sprunt Institute and Duplin County Public Schools, is now in its third year. The success of this pilot project continues to receive state and national recognition.

On April 14, 1978, the institution and the Student Government Association sponsored Spring Festival '78. The multi-faceted celebration had folk musicians, dancers, bands, canoe races, skydivers, and arts and crafts. The festival was well attended and judged an outstanding success.

James Sprunt Institute has been visited by a state visiting team and also the Southern Association of Colleges and Schools for the purpose of reaffirmation of accreditation.

The following grants have been received to initiate new programs: pre-nursing grant, National Endowment for the Humanities, Special Services, Comprehensive Employment Training Act (sewing machine repair course); these grants were all received in 1977-78. Grants received for the 1978-79 year are: National Endowment for the Humanities (to teach psychology, sociology, and history in one combined subject to technical students), CETA, the Skilled Training Improvement Program (heavy duty diesel mechanics), and Special Services (for disadvantaged students). Also, Capitation (ADN nursing program), Area Health Education Center, Association of Community College Trustees, Artist in Residence, and articulation grants have been awarded.

New programs being offered in 1978-79 are air conditioning and refrigeration, expanded law enforcement to include police science and corrections, and expanded offerings in remedial education.

Currently employed at the institution are 40 full-time, 17 part-time curriculum instructors; and 48 part-time extension instructors. The staff consists of 20 administrators and 16 clerical personnel.

JOHNSTON TECHNICAL INSTITUTE

Post Office Box 2350
Smithfield, North Carolina 27577

Johnston Technical Institute moved to its new campus on September 8, 1976. Contracts were accepted on November 15, 1976 for Phase II of its construction project.

A food preparation specialist program was approved and begun during spring quarter of 1977 at Johnston Youth Center. Also, electronics engineering technology was approved and added to the curriculum on campus the winter quarter of 1977.

Dedication and Open House ceremonies were held November 13, 1977. The main classroom and administration building was named in honor of M. Brack Wilson, the first chairman of the board of trustees.

JTI was awarded full accreditation by the State Board of Education on July 7, 1977, and received full accreditation from the Southern Association of Colleges and Schools on December 14, 1977.

LENOIR COMMUNITY COLLEGE

Post Office Box 188
Kinston, North Carolina 28501

Lenoir Community College has seen its enrollment level off during the past two years with approximately 2,000 curriculum students enrolled each quarter. However, the continuing education program continues to grow in enrollment, serving 10,000 to 12,000 adults each year.

With the construction of a new physical education-student union-engineering technology building, the college has seen substantial improvement in student activities and community-related activities. The students participate in intercollegiate sports to some extent with additional numbers involved in intramural activities.

Purchase of 30 additional acres of land has allowed the college to expand its agriculture technology program with test plots and farm equipment operations. The new buildings also allowed the college to begin a program in commercial graphics and printing, which promises to be a very successful program.

Special budgets include a grant for campus beautification and a specially funded effort to salvage high school dropouts. Budget cuts have severely restricted the college transfer offerings, but all other areas are staffed at projected levels of enrollment.

McDOWELL TECHNICAL INSTITUTE

Post Office Drawer 1049
Marion, North Carolina 28752

A number of significant accomplishments during the 1976-78 biennium have led to the continued growth and development of McDowell Technical Institute.

Emphasis has been placed on informing prospective students about the institution with Student Personnel Services sending representatives to public high schools periodically to inform faculty and students of various programs, existing and anticipated.

Since 1976, new programs have included a practical nursing education program, commercial graphics, bachelor of technology, and general education, which is transferrable to four-year institutions.

McDowell Technical Institute has become a participating institution in a Kellogg Foundation program to improve communications and mathematical skills among students. This program coordinates developmental studies programs among the member institutions of the Western North Carolina Consortium.

McDowell Tech became a receiving center for the Appalachian Educational Satellite Program which, through a regional telecommunications network, provides public services and continuing education to meet needs of residents of Appalachia. Plans are to expand the services into areas of need in rural communities pertaining to health, business, industry, and human resources.

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The Human Resources Development Program was initiated. This program trains people to be good employees, and helps them with job placements and follow-ups for one year.

The McDowell Technical Institute Foundation, Inc. was initiated, organized and incorporated for the purpose of receiving personal gifts and donations, to be used at the discretion of the Board of Directors for the foundation, for scholarships and improvements to the campus.

A house was planned and constructed by the classes in light construction, hospital plant maintenance, and electrical installation in order to give needed experience to the students of the classes. The house was sold to the highest bidder, with proceeds added to the foundation.

During this biennium, the institute began to make plans for a self-study for reaccreditation by the Southern Association of Colleges and Schools.

In cooperation with the North Carolina Arts Council the institute participated for the first time in the Artist-in-Residence Program with guitarist Patrick Cauble as the first visiting artist. Following Mr. Cauble was Johanna Erlenbach, dramatist. The programs of both these artists were enjoyed by many citizens of the McDowell Tech community.

MARTIN COMMUNITY COLLEGE
Post Office Drawer 866
Williamston, North Carolina 27892

The 1976-78 biennium at Martin Community College was characterized by a diversification of the college's educational offerings. On July 1, 1976, Martin Technical Institute became Martin Community College with the implementation of the two-year college transfer program as approved by the North Carolina General Assembly. Plans for the new medical office assistant and teacher assistant programs were completed in 1976-77. The two programs, designed as one-year vocational-technical programs, began in September of 1977-78.

In cooperation with area business and industry, the Employment Security Commission, the Mid-East Commission, and the Department of Community Colleges, a nine-month industrial mechanics program was initiated in October, 1977, for unemployed and underemployed individuals.

From May, 1976 through May, 1977, 96 students graduated from

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the Human Resources Development Program. As a result of this eight-week concentrated training program, 72 percent of the graduates were employed in the local job market or enrolled in a vocational training program at the college.

The 1977-78 curriculum enrollments stabilized with fall quarter reflecting a slight increase over fall quarter, 1976-77. Continuing education registrations through the 1977-78 winter quarter increased by more than 32 percent over 1976-77 levels for the same period. Adults who had not finished high school continued to seek institutional services, with more than 113 adults completing the General Educational Development test and receiving equivalency certificates.

Basic literacy training received a major emphasis in 1977-78. The college was one of five technical institutes and community colleges which received a $130,000 grant to combat adult illiteracy. Through the first four months of the program 383 adults had enrolled in the Adult Basic Education project.

The Student Government Association was active in both years of the biennium. In the winter of 1976, the first student newspaper at Martin Community College was initiated with the assistance of the Student Government Association. The first drama by the newly formed Martin Community Players was held in the fall of 1977.

In the fall of 1976 the college moved into a new automotive shop-classroom building and a new college transfer-business classroom building.

Martin Community College made strides toward improving the quality of its program offerings through the self-study process. After visits by visiting committees from the State Board of Education and the Southern Association of Colleges and Schools in the spring of 1977, the college's accreditation was reaffirmed in November and December, respectively, by these bodies.

MAYLAND TECHNICAL INSTITUTE

Post Office Box 547
Spruce Pine, North Carolina 28777

During the 1976-78 biennium, Mayland Technical Institute reached significant milestones in its development as the second youngest institution in the community college system. In January, 1977, the institute began occupancy of its new permanent campus, moving into a

$1.6 million administrative-classroom building. Then in April, 1978, the institute received initial accreditation by the North Carolina State Board of Education. The institute was visited by a team from the Southern Association of Colleges and Schools (SACS) that same month and expects to receive SACS accreditation by the end of 1978.

The institute now offers 19 curricula with an average quarterly enrollment in excess of 450 students. Studies are under way to determine the feasibility of adding two new curricula for fall, 1978, in horticulture and solar energy.

The continuing education division continues to expand. In the fall of 1976 a second satellite learning center was opened and another full-time program coordinator added.

An Office of Institutional Research and Development was created in 1976 and through it a management information system is being developed so that administrative decisions will more accurately reflect community needs. Development activities include a revised public relations program and an increase in applications for external funding sources.

The learning resources center, enjoying new and expanded facilities, increased its book holdings by 50 percent, while periodicals and microfilm holdings increased nearly 300 percent. A geneaolgy section was added to assist with local history projects. The individualized instruction center added a developmental studies program funded through the Kellogg Foundation and in participation with 12 other institutions in the Western North Carolina Consortium.

The institute has applied for federal funds through the Appalachian Regional Commission to construct a $581,000 vocational laboratory, which will house the light construction, auto diesel mechanics, and cosmetology programs. The proposed facility is to contain a solar energy heating-hot water system and, if approved, will be one of the first newly constructed state-owned buildings to contain such an alternative energy system.

MITCHELL COMMUNITY COLLEGE
West Broad Street
Statesville, North Carolina 28677

Stabilization and consolidation characterize the 1976-78 biennium at Mitchell Community College. The institution continues to grow, with career skills accounting for much of the increase. Curriculum headcount for fall, 1977, was up 8 percent over the previous year to 1,211. Continuing education enrollment for fall, 1977, was 2,655, an increase of 4 percent. Major program changes occurred only in the teacher associate program, and the one-year teacher-aide program opened fall, 1977.

Construction of the vocational building was completed and the specialized instructional space occupied spring of 1977. This 40-thousand square-foot facility enabled the college to bring one-year programs on campus for the first time, allowed expanded laboratory space for other programs, and enabled the business division to locate in adjoining areas. Contracts have been awarded for a 20-thousand square-foot science building with occupancy expected in 1979. Property acquisition has expanded campus size and allowed the fine arts programs to have larger instructional areas. In addition, campus care has improved considerably.

With slight enrollment increases, like changes have taken place in college personnel. Student activities continue to be strong at Mitchell, and the Student Government Association leadership continues to be outstanding. Student clubs associated with instructional programs continue to enhance learning experiences and complement social activities scheduled by the Student Government Association.

The board of trustees, chaired by Mr. Chandler Bryan, continues its strong leadership. In 1977 Representative J. P. Huskins was reappointed and Mr. Robert Dellinger and Mr. Leroy Campbell named to membership. Staff development activities are a highlight of campus professional activities. Reaccreditation by the Southern Association of Colleges and Schools and accreditation by the State Board were accomplished during the biennium. Increasing community support enables Mitchell Community College to respond to Iredell's changing educational needs.

MONTGOMERY TECHNICAL INSTITUTE

Post Office Drawer 487
Troy, North Carolina 27371

On June 17, 1977, the citizens of Montgomery County dedicated their technical institute's new campus. This permanent home of 58 thousand square feet on a wooded 76-acre site has become a center of activity for the citizens of Montgomery County. Industrial, civic, governmental, and private citizens are encouraged to use the facilities.

New curricular programs have been added in the past two years. Total enrollment in curricular programs is becoming constant, with enrollment patterns shifting from day to evening programs.

A self-study for accreditation has been completed, and teams from both the North Carolina State Board of Education and the Southern Association of Colleges and Schools are to visit the institution in 1978.

Emphasis at Montgomery Technical Institute in continuing education continues to be on occupational education geared to the needs of individuals and the industries of Montgomery County. Most of continuing education is housed off-campus in the several communities of Montgomery County. Six centers have been established to provide adult basic education instruction.

Special offerings at the Institute include the Human Resources Development, Adult Basic Education, and high school completion programs. Job development specialists have been employed to recruit and place these individuals in productive employment. The learning resource center staff serves as coordinator of the special programs.

The board of trustees has initiated a plan for the establishment of a Montgomery Technical Institute Foundation. Other than designated gifts, the interest from the foundation will be primarily used for scholarships.

NASH TECHNICAL INSTITUTE

Route 5, Box 255
Rocky Mount, North Carolina 27801

During the past biennium, Nash Technical Institute has continued to increase programs designed for the rapidly expanding industrial community in Nash County. By offering courses planned particularly to assist industry with labor needs, a greater awareness of the institution's outreach has been developed. Nash Tech cooperates with local industry by supplying a variety of in-service training programs for existing and new industries locating in the county.

Further expansion of the campus was undertaken during 1977 with the construction of a vocational classroom building. This is the third building to be completed at the new campus, which was occupied in 1975.

The classroom facility was completed in time for fall quarter occupancy, and in late September the institutional staff hosted an open house for the public. Student guides conducted tours of the entire institution's facilities.

The new building, of buff-colored brick, is 12,000 square feet and contains eight large classrooms, a dark room to be used in conjunction with photography instruction, three storage rooms, a janitor's closet and seven faculty offices.

Two large laboratory/classrooms house the nursing program, and they are equipped with special sinks and cabinets. All classrooms feature large chalk and cork-boards. Decor is bright, featuring reds, ranges of orange, gold and yellows on the corridor walls. With the exception of the nurses' lab, floors are carpeted following the same color scheme with red or gold carpets. Ceilings throughout the new building are of suspended fissured acoustical tile. Corridor floors are terrazzo.

The fall quarter student enrollment numbered 1,068 with 621 students attending evening school. The dean of student services reported that women outnumbered men for the first time in Nash Tech's history with 545 women as compared to 523 men. The part-time enrollment numbered 616 students and full-time registered students numbered 452.

The student body has been an enthusiastic one throughout this biennium, with participation in the Student Government Association and a great deal of activity in the honorary academic society, Gamma Beta Phi.

PAMLICO TECHNICAL INSTITUTE

Highway 306 South
Grantsboro, North Carolina 28529

The 1976-78 biennium has brought continued growth to Pamlico Technical Institute. In the spring of 1976 the institute moved to its present location with new facilities providing 40,000 square feet of instructional space located on a beautiful 45-acre campus. This move was the culmination of a fifteen year effort by dedicated trustees, faculty, staff personnel and area citizens.

In the 1976-78 biennium Pamlico Tech has made a concentrated effort to expand the number and variety of programs offered, and, at the same time, to upgrade the quality of existing course offerings. An addition of four programs and a general increase in enrollment has provided the largest turnout of curriculum students in the school's history. Also, faculty members have participated in a number of upgrading activities provided by the institute, state level organizations, and private industry.

In 1977 Pamlico Tech achieved two additional milestones in its growth and development. The institute was awarded full accreditation status by both the North Carolina State Board of Education and the Southern Association of Colleges and Schools.

The needs of adults for continuing education opportunities were given special consideration during the biennium. A detailed survey of individual needs and interest such as in-plant training requirements has been completed. This has resulted in the increased emphasis of occupational education courses designed around the specific needs of area employers.

New programs have been added which are directed to disadvantaged and handicapped citizens. Primarily, these programs have been geared to basic instruction in mathematics and communication skills as well as job training. A most rewarding aspect of this effort has been the increased articulation with other public agencies in program design.

PIEDMONT TECHNICAL INSTITUTE
Post Office Box 1197
Roxboro, North Carolina 27573

During the past two years Piedmont Technical Institute has initiated the agriculture-business technology degree program and the practical nurse education diploma program. The institution extended its air conditioning, heating, and refrigeration diploma program to the federal correction institution at Butner and is preparing to offer the light construction trades diploma program there. In addition, the institution has developed a special remedial program, the Planned Advancement Program, to meet the needs of increasing numbers of students who enroll at Piedmont Tech with learning skill deficiencies.

Piedmont Tech's move to a new campus brought with it the opportunity for expanded student activities. In the area of athletics the basketball team placed second in the Piedmont Area Conference tournament. Baseball, softball, and other intramural sports also gave students a chance to expand their choices of athletic participation. Several new clubs, Phi Beta Lambda, a service fraternity, and Gamma Beta Phi, an honor society, offer students a chance to expand their educational experiences beyond the classroom setting. Dances, a free film series, class rings, student elections, and completion of a five-mile nature trail also detail a year of growth. Another opportunity for students is a new faculty advisory program in which each student is assigned a faculty member from his or her curricular program. This advisor assists the student with registration and drop/adds and serves as a resource for students in educational, career, and extra-curricular matters. The Family Assistance and Career Planning Center and a Center Awareness Laboratory aid students and the adult community in vocational-career planning. Services offered include job referral, goal setting, decision-making, testing, counseling, referrals, access to resource materials, and workshops and seminars.

Special projects for Piedmont Technical Institute during the past two years were the construction of eight new buildings and the move to a new campus; accreditation by the State Board of Education and the Southern Association of Colleges and Schools; a goal setting workshop, which included approximately 150 curriculum advisory committee members and key community leaders; and the completion of a long-range system plan for 1977 through 1982.

The institution has assisted the community in the formation of the Person County Arts Council, the Roxboro Little Theatre, and the Person County Council on Aging. Piedmont Tech also sponsored a Folk Arts Festival on the courthouse square of the downtown area featuring artists from the Southeast and involving thousands of citizens locally; a taxidermy mini-workshop which attracted participants from 26 states; a Children's Day focusing on the needs of pre-school children, and a 30-minute television documentary on the institution and its programs.

PITT TECHNICAL INSTITUTE

Post Office Drawer 7007
Greenville, North Carolina 27834

During the 1976-78 biennium five curricular programs were implemented in welding, masonry, nurse assistant, hospital ward secretary, and electric motor repair. Also the operating room technology program was improved. The Visiting Artist Program was begun. Planning was started toward possible programs in energy technology and parts salesperson. Preliminary investigation was begun in the field of piano tuning and repair. Efforts are continuing to determine and meet needs of local industry and business through continuing education.

A program with special services for the disadvantaged was implemented with the aid of federal funds. Services to the visually-impaired students were improved. The Architectural Drafting Department built a scale model of the proposed new North Carolina State Museum of Art, which will be displayed there.

The radiologic technology program received accreditation and approval for admission of eight additional students for a total of 26. The operating room technician and the cooperative education programs were improved, and enrollment increased. Instructional effectiveness was enhanced through a process of evaluation, which involved students, faculty, and administration.

Although enrollment declined from 1756 for fall, 1975 to 1665 for fall, 1976, an enrollment increase occurred in the fall, 1977 to 1,692. The addition of curricular programs balanced losses in agriculture and mental health programs.

All procedures relating to registration have been converted from manual to computer including registration, class rolls, and compiling and mailing of grades. An open-ended filing system has been installed, making retrieval of records eaiser.

Construction was begun on a 26,000 square foot shop-classroom building. The students in the construction trade programs are building the maintenance building to conform in architectural style to other structures on campus.

RANDOLPH TECHNICAL INSTITUTE

Post Office Box 1009
Asheboro, North Carolina 27203

By dedication, ingenuity, and the hard work of staff, faculty, and students, Randolph Technical Institute was successful in the passage of a $2.5 million bond issue for a much-needed campus expansion of approximately 71,000 square feet. The project included the completion of a technical-vocational building, construction of a learning resources center, and construction of a student center.

With the completion of these new facilities, Randolph Technical Institute will be able to add new curricula in the areas of culinary science, light construction, automotive body mechanics, fire and police science, along with additional offerings in continuing education.

The institute was able to gain a new access road to the south of its campus and was able to expand badly needed parking in an area adjacent to the campus expansion.

During the 1976-78 biennium, the learning resources center at Randolph Technical Institute, in cooperation with the Department of Social Services, sponsored a program for the blind. This program was a first for Randolph Technical Institute, and offered fourteen students an opportunity they might otherwise never have had.

During this two-year period the Continuing Education Division of Randolph Tech concentrated on up-dating course materials and expanding program areas to meet the needs of citizens of the service area. Plans are developing to complete advisory committee appointments in five communities of our county and expand course offerings in these communities. The community schools program in Randolph County will be used in this effort also.

The division has expanded offerings in teacher certificate renewal courses. Several classes in first aid, cardiac-pulmonary resuscitation, and school safety have been offered for renewal credit for teachers in cooperation with the local school system, superintendents, local teachers, and the North Carolina Department of Public Instruction. Various other renewal courses have been developed for teachers also.

Adult Basic Education program offerings have expanded during this two-year period as well. Both locations of classes and the number of ABE students enrolling in these classes have increased.

The institute has continued to grow in enrollment and service to the people of Randolph County. Now that the people have spoken and shown their support, Randolph Technical Institute will continue to be a full partner in the educational community of Randolph County.

RICHMOND TECHNICAL INSTITUTE

Post Office Box 1189
Hamlet, North Carolina 28345

Enrollment continued to climb in the curriculum program at Richmond Technical Institute during the biennium (1511 unduplicated headcount) in 1977, but leveled off in the Continuing Education Department from 5308 to 4843 (unduplicated headcount). In 1977 there were 315 graduates from all programs; 118 received associate degrees in applied science; 74 received a vocational diploma, 84 received adult high school diplomas, and 39 successfully completed the G.E.D. test and received a high school equivalency diploma.

It is interesting to note that most RTI graduates are employed prior to graduation. Some of these students are ELMS (early leavers with marketable skills). An ELMS is a student who leaves before completing a curriculum to enter a job acquired because of education and training received at RTI.

Most students who attend the institution are from Richmond County, although sometimes over 40 percent of the student population, especially in continuing education, come from Scotland and other contiguous counties.

New courses begun during the biennium include the associate degree nursing program, cosmetology, carpentry, electrical installation and maintenance, and masonry.

Richmond provides a customized training service for new and expanding industries in the area. Subject to minimal limitations the institution, in cooperation with the Industrial Services Division of the North Carolina Department of Community Colleges, designs and administers a special program for training the production labor required by any new or expanding industry, creating new job opportunities in North Carolina.

Richmond Tech has been active in the Visiting Artist Program. In 1976 mezzo-soprano and ethnomusicologist Karen Helms climaxed her second year by researching, arranging, and composing the original score for the historical outdoor drama, "The Justice of Our Cause." In 1977 dramatist David Ariail spearheaded the development of a community theater building and organization. At the end of the year the first play was produced in the community theatre.

ROANOKE-CHOWAN TECHNICAL INSTITUTE

Route 2, Box 46-A
Ahoskie, North Carolina 27910

Enrollment at Roanoke-Chowan Technical Institute has been maintained over the past two years at approximately 1,000 FTE. Strong efforts are being made to improve recruiting and retention as the institute strives to meet the needs of its students and the communities which it serves.

In late 1976 Roanoke-Chowan Tech was awarded full accreditation status by the Southern Association of Colleges and Schools and also the State Board of Education.

Because of the deteriorating condition of the present shop building, which is located on the part of the campus that was formerly a state prison, and because of the lack of adequate classroom space, plans are on the drawing board for new shop and classroom buildings.

Review of existing instructional programs is an on-going process and work is currently being done to insure that all courses and curricula are competency-based. The feasibility of several new programs is being studied also.

Each year all employees at the school are asked to comment on the operating condition and educational environment at the institution. Responses and suggestions are recorded and attempts to improve all areas of the institution are made. A total administrative reorganization took place in summer, 1977.

Also within the last two years a comprehensive salary plan was devised and implemented for all employees. Plans guaranteeing student and employee due process are now in the latter stages of development.

In fall, 1976, a three-part forum series entitled, "Contemporary Issues in the Roanoke-Chowan: Traditions in Transition," was held under the joint sponsorship of the school and the North Carolina Humanities Committee.

ROBESON TECHNICAL INSTITUTE

Post Office Drawer A
Lumberton, North Carolina 28358

During the 1976-78 biennium Robeson Technical Institute had an enrollment of approximately 4,300 persons in its enrichment education classes. Almost 8,500 students enrolled in occupational education classes. Through its new industry training classes over 200 persons were taught entry level job skills for the county's businesses and industries. The Adult Basic Education, Adult High School, Comprehensive Employment Training Act programs, Human Resources Development, the learning laboratory, and General Education Development Programs had over 3,500 students enrolled in them. Regular curricular classes enrolled 2,777 students.

The school was selected as one of five in the system in 1977 to operate a pilot program for adult literacy education. The project was funded as an experimental project to investigate the advisability of

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providing such a special component for each of the 57 schools in the system on a permanent basis.

A spring festival was held in April, 1977 as the first organized function for the alumni; this is planned to be an annual affair. The school provided funds for an articulation program for its personnel and the county schools in the instructional, administrative, and student services areas. The Student Government Association and the Licensed Practical Nursing Department sponsored a blood donor program for the Red Cross. One hundred twenty-five pints of blood were donated by the students and faculty. The registration procedures and the records system were converted to a data processing system. The computer use will be increased to encompass all areas of record-keeping.

The board of trustees acquired an additional eight acres of land vital to the development of the campus. The campus is now comprised of 80 acres of land bordered by I-95 and US 301 highways.

ROCKINGHAM COMMUNITY COLLEGE
Wentworth, North Carolina 27375

Rockingham Community College found itself with too little money in late spring, 1977. While continuing to adjust to the increased enrollment during the economic difficulties of 1974-76, the college learned in the spring of 1977 that its state funding for fiscal year 1977-78 was less than that for the year 1973-74, even though enrollment was greater than in 1973-74. Financial exigencies caused a reduction in faculty and staff, especially traumatic since it occurred suddenly and with little advance notice to the employees affected. Operating funds for 1977-78 were scanty, affecting the quantity of supplies and materials and severely limiting travel. Class sizes are larger and schedules are not as convenient to students. However, the faculty and staff have worked hard to minimize the effects of a deflated budget on the quality of the educational program. Much creativeness and ingenuity have been apparent in this effort, and while faculty and staff are tired, the educational program remains sound.

Physical facilities continue to expand with the addition of outdoor physical education areas. Also, financing and planning were completed for a new shop building.

Due to changing conditions in the textile industry resulting in a declining enrollment, significant changes have been made in the

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structure and content of the textile technology and management program.

A new registration and student records system was established during the past two years. The system makes registration simpler for the student, encourages more detailed and advanced student planning, and makes record-keeping easier.

A new internal governance system is in the second year of operation. The system features a college assembly comprised of students, faculty, and staff. The assembly considers policy matters within the constraints of law, state and federal rules and regulations, and trustee actions. The assembly makes recommendations to the president. It has an impressive record of accomplishment over the past two years.

The college experienced some increase in students in the spring of 1978 and seeks the understanding and financial support of the community as it continues its efforts to meet the needs, demands, and desires of its constituents during the 1978-80 biennium.

ROWAN TECHNICAL INSTITUTE

Post Office Box 1595
Salisbury, North Carolina 28144

New leadership, expansion, and maturation characterized the 1976-78 biennium as Rowan Technical Institute continued to meet the educational needs of citizens through both curriculum and continuing education programs.

In September of 1976, three new buildings were dedicated in time to house fall quarter classes. The dedication was the culmination of a building program which added more than 88,500 additional square feet to Rowan Tech facilities. The new buildings were designed to house a learning resource center, a student center, student services functions, a 324-seat teaching auditorium, science labs, health occupations, and a child care center, as well as classrooms and shop areas.

On June 30, 1977, C. Merrill Hamilton, the founding president of Rowan Tech, retired after serving 15 years. He was succeeded by Dr. Richard L. Brownell on September 1, 1977.

Dr. Brownell provides new directions to Rowan Tech with increased emphasis upon accountability and student needs. Faculty and staff development programs were begun. Administrative systems were reorganized. Rowan Tech was selected as one of 32 colleges in the United States and Canada to join the North American Consortium. This consortium, supported by the Kellogg Foundation, exists to show that high quality education can take place in open-door colleges.

SAMPSON TECHNICAL INSTITUTE

Post Office Drawer 318
Clinton, North Carolina 28328

The 1976-78 biennium has been a period of growth and progress at Sampson Technical Institute. In November 1977, the school received reaffirmation of its initial accreditation by the State Board of Education and in December was accredited by the Southern Association of Colleges and Schools. The institution is proud to have met the academic standards prescribed by these evaluative agencies, and emphasis will continue to be placed on academic excellence. Efforts will be made to provide quality education regardless of the required level of learning.

Facility expansion included the addition of a new vocational building in fall, 1977. The completion of this building resulted in additional and improved educational programs primarily in the vocational curricula. The welding program was made available both day and night. The Power Mechanics Department added the diesel option, fulfilling a community need to provide trained mechanics for agricultural operations.

Parking facilities were expanded with the addition of a new parking lot. Campus beautification efforts planned for 1978 include construction of an outdoor patio and a campus landscaping project. Consolidation of institutional services was completed during summer, 1977 with the relocation of the Continuing Education Division on the main campus. This division demonstrated continued growth in enrollment, reflecting a national trend as the adult learner returned to school to meet the challenges of a changing society.

Associate degree programs were added during the biennium in criminal justice and agricultural science. The criminal justice program was developed to support local criminal justice agencies and serves both pre-service high school graduates and in-service criminal justice personnel. Flexible scheduling allows the in-service student to attend class and work a typical rotating schedule. The agricultural science program provides training to develop basic knowledge and skills needed for the successful operation and management of a general farming program. Increased demand in the health occupations field resulted in the addition of certificate programs in nurse assistant and clinical clerk.

To help commemorate the Bicentennial, Sampson Technical Institute was selected as one of five institutions in the state to cosponsor *The Idea of America*, a three-part forum sponsored with the North Carolina Humanities Committee. The forum presented an overview of the first 200 years of this country and explored the possibilities for the next 200 years.

During 1978, the institution will complete a long-range study designed to determine the current educational needs of its service area. Sampson Technical Institute will respond to those needs based on both the results of this analysis and information obtained through the self-study conducted for Southern Association of Colleges and Schools accreditation.

SANDHILLS COMMUNITY COLLEGE

Route 3, Box 182-C
Carthage, North Carolina 28327

The big story at Sandhills Community College during the past biennium has been physical plant improvement.

While important changes and improvements have been wrought in program development, instructional delivery, and student and community services, many of these changes and improvements were made possible by the expansion and alteration of the physical plant.

The plant improvement program was centered in the construction of a two-million dollar building adding almost 50,000 square feet for instructional activity. The new building, made possible by a private gift matching state appropriations, includes adequate space and facilities for the nursing and allied health programs; a learning center designed to increase the individualization of instruction in English, mathematics, and behavioral sciences; and art and pottery.

Completion of the construction project resulted in vacated space for much needed expansion in several areas. Space for instruction in biology, chemistry, and physics has been greatly expanded. Occupational curricula such as engineering technology and electronics servicing have bigger and better quarters. The Student Services Division has new space allowing for improved testing and counseling services and for development of a career guidance center.

The Division of Continuing Education, now able to conduct more classes and programs on campus, has grown dramatically during the past two years. The Adult Basic Education Program continues to grow and to occupy a high place among college priorities. Efforts have been made to improve pre-service and in-service training for ABE instructors. Course offerings at the two county correctional institutions, nursing centers, and nearby Moore Memorial Hospital have been greatly increased.

All in all, the biennium has been marked by a spirit of reflection and self-study, which was much needed following the spectacular growth and expansion of the early years.

SOUTHEASTERN COMMUNITY COLLEGE
Post Office Box 151
Whiteville, North Carolina 28472

Expansion of physical facilities to meet a growing student body, and more importantly, a growing array of services, have marked the past two years of activities at Southeastern Community College. Two buildings were opened which have allowed the college to expand its services. A large multi-purpose, classroom-shop building was opened in September, 1977. This building allowed the expanded welding program to move into new facilities. Also located in this building is a new curriculum in carpentry and cabinetmaking. The Adult Education Department of the college now has a module of classrooms, including sewing and cooking facilities, which are available for adult education programs in both the day and the evening. The college reading laboratory, through which every student is served, was relocated in this new multi-purpose facility. Also included in this building are several general purpose classrooms, seating up to 150 students.

The second facility provided a new and enlarged permanent space for the college's art program. All painting classes are taught in one-half of the building, and a new one-year program in pottery production is housed in the other half of this building. Pottery production students have already exhibited at local arts and crafts fairs.

Although enrollment during the past two years at Southeastern has been relatively stable (with fall and spring quarters having the highest headcount), services have expanded. One aspect of growth was the opening of a special center on campus to serve students who are returning to school after several years' absence, especially to contemplate career or life role changes.

In addition to weekly programs in this center, special services through peer-counselors are offered. This peer-counseling program was initiated through a special grant from the Exxon Foundation. Other grants have also provided services in staff development, tutorial and counseling programs for students, financial aid for students, and special instructional projects.

As services to the community expand, Southeastern Community College continues to be an institution in which students, faculty, and staff are involved in many decisions and activities. A vigorous student activities program, a staff-faculty evaluation program, special classes for both low and high achievers, the speakers bureau, off-campus classes, and community cultural activities are a few of the many ways in which the college is both serving its original mission and providing educational opportunities to citizens of southeastern North Carolina.

SOUTHWESTERN TECHNICAL INSTITUTE

Post Office Box 95
Sylva, North Carolina 28779

Southwestern Technical Institute progressed and matured in many ways during the 1976-78 biennium.

Enrollment reached its highest level with 1026 curricular students.

The vocational building underwent both remodeling and expansion, thereby creating new facilities for electronics, law enforcement, paralegal technology, and continuing education. Total project expenditures were $849,000.

A portion of the long-range plan was updated calling for additional building priorities of 1) a building trades facility, estimated cost $350,000 with 20,000 square feet; and 2) a learning resource center complex including an expanded media facility, a student commons and office complex, estimated cost $1.1 million for 27,705 square feet. Funds are currently sought from local, state, and federal sources to finance these projects, with local funds already committed.

Student Services has been fortunate through the Title III project to provide additional services for career planning and placement and additional vocational counseling. The grant, awarded for two years, has made a significant impact on the institution and its ability to serve the students. Several aspects contributing to progress and growth are:

administrative improvement through management by objectives technics and automated functions;

instructional improvements through released time for instructional staff, curriculum evaluations and subject improvements; marketing studies, and active membership in the Rurual Renaissance consortium in association with Appalachian State University and the Kellogg Foundation;

student services improvement by the addition of career planning and placement, an updated records system, and basic reorganization of Student Services;

acquisition of the A-7 business machine with all fiscal functions on line. This is a giant step forward for the institution.

Comprehensive Employment Training Act funds and other special funds have been used to provide additional services to students that otherwise could not have been possible.

The basic requirements of civil rights have been addressed through formation of advisory groups for the handicapped, OSHA, an affirmative action officer, and an employee rights counselor elected by total staff. Procedures have been implemented for all replacement and new positions.

Despite funding restrictions and increased control, the institution has managed to meet the primary needs of its service area and to continue to be a leading asset in the region.

STANLY TECHNICAL INSTITUTE

Route 4, Box 5
Albemarle, North Carolina 28001

Stanly Technical Institute encompasses a modern campus of fifty acres with additional facilities located in East Albemarle, which were a part of the original campus. The institute offers fourteen vocational and technical curricular programs, Adult Basic Education, high school completion, extension courses, and a Human Resources Development Program.

During the 1976-78 biennium, feasibility studies indicated that a number of new programs were needed to meet the occupational needs of the service area. Consequently, curricular programs have been added in criminal justice, fashion merchandising and marketing, and teacher associate. Approved programs scheduled to begin in the fall of 1978 include electronics engineering technology, biomedical equipment technology, and agricultural business technology. The biomedical program will be the only program of its kind in North Carolina, South Carolina, Virginia and Georgia.

Both the respiratory therapy and licensed practical nursing programs were accredited during the biennium. The institute renewed its candidacy status with the Southern Association, and full accreditation is anticipated in the near future.

Following a period of declining resources and enrollment in 1976, the institute has since re-established a pattern of steady growth which continues to meet the educational needs of its service area.

To meet the long-range needs of the institution, careful planning has assumed more importance. Through the efforts of both faculty and staff, an institutional plan of action was developed, and a schedule for implementing new curricular programs has been proposed.

The STI Day Care Center was enlarged to meet the laboratory needs of a rapidly expanding early childhood curriculum and to provide improved child care for parents enrolled in programs at the institute.

Continuing education has been active in providing technical-vocational courses as well as special interest courses to the community. Numerous training programs continue to be developed for the purpose of upgrading skills needed for a rapidly changing industrial society. In addition, the institute provided training for new and expanding industries and initiated a number of programs for medical personnel in the service area.

SURRY COMMUNITY COLLEGE

Post Office Box 304
Dobson, North Carolina 27017

Personnel at Surry Community College began planning for a learning resources center in the fall of 1977. Construction contracts for this facility are expected to be awarded in the late summer of 1978. Approximately 23,000 square feet of additional space will be added to the campus when this building is completed. The learning resources center complex will contain a library, learning laboratory, reading center, adult basic education classrooms, a small production studio, and space for maintenance of audiovisual equipment and production of audiovisual materials. Completion of the proposed facility will provide Surry Community College with adequate space for approximately 2,000 students.

The Long-Range Planning Committee of the Board of Trustees recently approved a land-use plan for the campus. Approval of this plan assures that future campus development will use designated land areas to their best advantage serving specific functions.

A shortage of funds for the 1977-78 academic year has presented a major problem with increased faculty work loads, especially in the areas of science, English, and mathematics. A major concern of faculty and staff during this time of inadequate funding is maintaining a quality instructional program.

Two specific areas have received major attention during the past two years: a developmental studies program for students in mathematics and English and a cooperative effort with area industry to provide relevant classes for their employees and other area residents.

Student enrollment for the past two years has not increased significantly. It appears that curriculum enrollment will stabilize at between 1350-1500 FTE. A slight increase in continuing education courses is anticipated in future years.

TECHNICAL INSTITUTE OF ALAMANCE
Post Office Box 623
Haw River, North Carolina 27258

During the biennium, Technical Institute of Alamance was engaged in several facets of education such as student enrollment, student activities, programs, facilities, and special projects.

Student enrollment shows a decrease in headcount but an increase in FTE. The enrollment is made up of students from 51 counties, 13 states, and six foreign countries.

Student activities consisted of approximately 40 different functions such as sports activities, dances, and special activities. One highlight was the statewide meeting hosted by the Student Government Association, which caused a stir on campus because of President Carter's tentative acceptance to appear on the program. However, last-minute changes in his scheduled caused a substitution in Washington personnel. Dr. Stanley B. Patterson from the Office of Education was the White House replacement for President Carter.

New programs instituted were electromechanical technology and food preparation specialist with others planned for the near future.

After settling into the new facility, it became obvious that more space was necessary to meet the needs of the community. Therefore, negotiations were completed for the purchase of a 26,000 square-foot former elementary school building in Burlington at an approximate cost of $2.70 per square foot and five acres of land. The campus is easily accessible from Graham and other areas of the county. It is expected that this facility will greatly enhance the opportunity to serve community needs.

A few special projects were initiated during the biennium such as visitations by school groups on campus, art shows, a luau honoring the faculty and staff, and a traveling photographic display of "Roots Country." The display eventually traveled to Washington as an Ethnic Heritage Month feature display in the main lobby of the U. S. Office of Education.

TRI-COUNTY TECHNICAL INSTITUTE
Post Office Box 40
Murphy, North Carolina 28906

The 1977 General Assembly of North Carolina approved the addition of the college transfer program for Tri-County Technical Institute to become effective July 1, 1978. The accessibility of this program represents much effort and support from the local constituency, trustees, and staff; the North Carolina State Board of Education; Department of Community Colleges staff; the legislative delegation and other members of the 1977 General Assembly.

Enrollment has increased over the present biennium with continuing education undergoing the most growth. Inadequate physical facilities remain a limiting factor in the growth of the institution.

Planning and funding for two additional shop and classroom buildings have been completed. Additional property has been acquired which will allow the development of a safer and more attractive entrance to the campus.

The local current expense budget has increased, but it continues to be a problem in the operation of the institution.

VANCE-GRANVILLE COMMUNITY COLLEGE
Post Office Box 917
Henderson, North Carolina 27536

Vance-Granville Community College is now located on a new four-building, $4.1 million campus. Construction is nearly completed on a fifth building which will help meet the expanding needs of the Vance, Granville, Franklin, and Warren counties. The $1.48-million structure was funded completely through a local Public Works Act grant.

The State Board of Education granted accreditation to VGCC in November, 1977, and in December the college received full accreditation status from the Southern Association of Colleges and Schools.

The addition of the college transfer program plus several other vocational and technical programs has attracted increasing numbers of students. The college reached a peak enrollment during the 1977, fall quarter, when 1,232 students registered—801 full-time and 431 part-time. The importance of the college's many evening programs was evident with 35.4 percent, or 436, of the students registered for evening programs.

New programs which have helped attract larger numbers of students include cosmetology, heating and air conditioning, industrial engineering technology, legal secretarial science, special education, and teacher's aide.

Vance-Granville started a special services program to aid students who have disadvantaged backgrounds or who need assistance in adjusting to the higher education atmosphere. The program is made possible through a $50,000 federal grant.

Light construction students will complete a three bedroom, brick veneer house in summer, 1978. The completed house will be sold to the highest bidder, and profits will go to finance the construction of another house by the next light construction class.

In February, 1977, the college established an Endowment Fund Corporation which has already received a total of $14,400 in gifts and bequests. The corporation is presently considering a community fund-raising drive which will provide additional money for college projects.

WAKE TECHNICAL INSTITUTE

Route 10, Box 200
Raleigh, North Carolina 27603

Wake Technical Institute has worked especially well with industry and business during the last biennium. Westinghouse Electric Corporation is among those arranging a special release program for training their employees in an elaborate microprocessor laboratory training facility established by the institution. In other areas Wake Tech provides training assistance to Vishay Intertechnology, Inc., which has recently moved from Michigan and Pennsylvania to Wake County. The institute has continued to work closely with local business and industry also through its cooperative education program, which enables participating technical students to receive two academic quarters of training in a job environment.

During the fall of 1977, the institute placed its 1500th engineering cooperative education student since the program's inception. In addition, the institution has expanded its continuing education program for state employees, which began in September, 1977, with approximately 350 people enrolled. Of equal importance are the institution's training programs for public service agencies in the fields of law enforcement, rescue, and fire service.

Campus expansion has been bustling with just as much activity as programs. During November, 1976, a groundbreaking ceremony was held for the vocational classroom/laboratory building, which will be named in honor of Dr. I. E. Ready, first director of the North Carolina Department of Community Colleges. Adjacent to Ready Hall will be two more paved parking areas with 225 additional parking spaces. A 3,000 square-foot modular structure was made available by Wake County for use as a student lounge on the allied health facility campus; this campus will be further expanded by the acquisition of 2.56 acres of land. A 6,000 square-foot storage facility was completed in fall, 1977. The facility provides fenced space for maintenance operations, and it includes a fuel distribution station.

As Wake Technical Institute grows physically and academically, it also grows in excellence. Three professional accrediting agencies have granted accreditation to Wake Tech programs; the Council on Medical Education (American Medical Association) reaccredited the medical laboratory assistant program, the Engineers Council for Professional Development reaccredited the six engineering technology programs, and the National League for Nursing granted initial accreditation to the institution's practical nursing education program.

Wake Technical Institute serves approximately 1500 full-time and part-time students.

WAYNE COMMUNITY COLLEGE

Caller Box 8002
Goldsboro, North Carolina 27530

The 1976-78 biennium has been a very successful one for Wayne Community College. One of the high points was the beginning of construction on the new campus. The first building is scheduled for occupancy in September, 1978, and will provide 21,700 square feet of space for vocational programs.

The college enjoyed a steady growth in both curricular (2,214) and extension (3,862) students. The college maintained its comprehensive program with 66 percent of its curriculum students in vocational and technical programs and 33 percent in the college transfer program.

In September of 1977, students of the aviation powerplant program exceeded national norms in their passing percentage on the Federal Aviation Administration (FAA) Powerplant Examination. In December of 1977, 100 percent of the students who took the FAA Airframe Examination passed.

The Nursing Department also enjoyed a highly successful year during 1977. One hundred percent of the graduates from both the associate degree and practical nursing programs passed the State Licensure Examination.

The present campus occupies a 55-acre site with seven permanent buildings containing 90,000 square feet of space for offices, classrooms, and laboratories. Twenty-five trailers and mobile classrooms provide an additional 17,000 square feet of space. In addition to the campus space the aviation programs are housed at the Goldsboro-Wayne Municipal Airport and the auto-diesel program is conducted in a leased building off campus.

WESTERN PIEDMONT COMMUNITY COLLEGE

1001 Burkemont Avenue
Morganton, North Carolina 28655

Western Piedmont Community College matured in a variety of ways during the 1976-78 biennium. Significant activities include the establishment of a joint vocational education advisory council with the Burke County Public Schools; completion of the five-year review by Southern Association of Colleges and Schools to maintain accreditation; accreditation of the medical laboratory technician program by the National Accrediting Agency for Clinical Laboratory Sciences; initiation of an institutional mission and goals study; renewed emphasis on use of program advisory committees, implementation of a three-year cyclical review and updating of all course documents and syllabi, and revision of personnel policies and development of an affirmative action program. In addition, during the spring quarter of 1978, an invitational conference was sponsored by the college and supported by a grant from the North Carolina Humanities Committee. The conference studied the role of the humanities in North Carolina's community colleges and technical institutes.

The operation of Western Piedmont Community College during the 1976-78 biennium has been significantly hampered by budget limitations, particularly those involving state funding. Because of the loss of instructional, administrative, and support positions, already heavy workloads of the remaining staff were increased to take care of student needs. In the curriculum area, the only program added was in light construction. In the adult education and extension programs, continued moderate expansion was realized despite the loss of an administrative position.

Enrollment in curriculum programs stabilized at a level somewhat below that achieved in the peak year of 1975-76. However, enrollment in extension programs continues to increase, indicating there are still unmet educational needs.

The Student Services Division of the college made important expansions in its activities this biennium. Through a consortium funded by a Kellogg grant, this division and the English-Humanities Department developed and installed a peer-tutorial program. A grant from the EXXON Foundation was used to initiate a peer counseling program. A Phi Theta Kappa chapter was formed and chartered. A career awareness center and program was also planned and inaugurated.

A new 25,000 square-foot college center was completed and occupied, and further additions to occupational educational space have been designed, adding 16,000 square feet of space.

President Gordon C. Blank submitted his resignation in order to accept the presidency of Adirondack Community College in Glens Falls, New York. The resignation will become effective during the summer of 1978. Mr. H. D. Moretz has been approved as acting president upon Dr. Blank's departure and will serve in that capacity until a successor is selected.

WILKES COMMUNITY COLLEGE
Post Office Drawer 120
Wilkesboro, North Carolina 28697

New leadership, new facilities, and new educational programs have marked the 1976-78 biennium as one filled with change and opportunity for Wilkes Community College.

Emphasis has been placed upon quality education as well as programs for students with special needs. New programs include an associate in fine arts degree, criminal justice, digital electronic equipment repair technology, cosmetology, developmental studies, and a competency-based adult education model project.

Significant strides have been made in expansion of the campus facilities. A power mechanics building, a technical classroom and laboratory facility, a physical fitness building and student center, as well as a modern greenhouse have been completed and are ready for occupancy during the summer of 1978. A highlight of the year was the receiving of funds for a library building in honor of the state poet laureate, James Larkin Pearson. Construction for this building is scheduled to begin during the summer of 1978.

A college advisory committee was established for the purpose of uniting the constituents in the service area with the college. Three major functions of the committee include public relations, instruction, and research.

The 1977-78 academic year showed a dramatic decline in veteran enrollment, which was expected to occur. (An enrollment plateau had been reached the previous year.) The enrollment figures now indicate moderate increases in most program areas.

Other events include the reactivation of the Wilkes Community College Endowment Corporation that was incorporated in January, 1971. Also, the college installed its second president, Dr. David E. Daniel, who succeeded Dr. Howard E. Thompson, July 1, 1977.

Emphasis is also being placed upon the development of a management information system which will allow the college to use its resources better and provide current information for management

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decisions. Further, staff development has been emphasized during this period. A number of faculty and staff have received advanced degrees and/or certification in their specialized fields.

WILSON COUNTY TECHNICAL INSTITUTE

902 Herring Avenue
Wilson, North Carolina 27893

During the past two years, Wilson Technical Institute continued its emphasis on excellence in instruction. A broadly based program has provided for faculty and staff development through meetings, workshops, and attendance in credit courses. The Personnel Development Committee, composed of members from all aspects of the organization, have initiated and held several interesting on-campus activities.

A learning resource center task force has provided assistance with innovative programs such as a multi-media instructional approach supported by Title III funds. In addition the center has participated in a consortium of ten institutions in the Rural Renaissance project to develop staff competencies leading to the design and production of audiovisual instructional modules for statewide dissemination.

Wilson Tech played a leading and exemplary role in curriculum development. A two-year program for teacher associates with a reading specialty was developed to assist in providing aides and teacher associates for the elementary school reading programs. A second program, the automotive mechanics technician curriculum, is a cooperative program which combines apprenticeship training, associate degree education, and preparation for the national auto mechanics certification examination.

Fall, 1976, curriculum enrollment showed a decline of approximately eight percent from the record fall, 1975, enrollment. However, this decline was overcome in fall, 1977, when the institute's curriculum enrollment equalled the previous peak with the number of students exceeding 1,300.

In fall quarter, 1977, the institute used Title III funds to secure the services of Appalachian State University for a computerized curriculum registration system. This system furnishes the staff with information regarding class enrollments and management information for long-range planning.

The Continuing Education Division responded to an increasing demand for its services by enlarging its full-time staff and expanding its facilities with the addition of three multi-purpose laboratories for home management and the arts. Additional programs for new industries, senior citizens and adult basic education students brought dramatic increases in enrollment during the second year of the biennium.

During the biennium a new multi-purpose building and a new diesel laboratory were occupied. The new multi-purpose building makes possible significant improvements in both student life and the educational program. The diesel laboratory provides an environment for instruction in the repair of diesel-powered trucks. It is the only instructional facility in eastern North Carolina designed specifically for instruction in diesel mechanics for the trucking industry.

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Inside front cover: Craven Community College
Inside back cover: Randolph Technical Institute class in phototechnology
p. 12: Anson Technical Institute class in carpentry
p. 17: Richmond Technical Institute class in welding
p. 25: Richmond Technical Institute class in architectural drafting